R E P O R T R E S U M E S

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TWINSBURG ELEMENTARY GUIDANCE PROJECT--A CHILD-CENTERED APPROACH FOR OPTIMUM PLACEMENT IN THE LEARNING ATMOSPHERE. REPORT OF A PROJECT APPROVED UNDER TITLE V-A OF THE NATIONAL DEFENSE EDUCATION ACT. (TITLE SUPPLIED).

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THE TWINSBURG ELEMENTARY GUIDANCE PROJECT (1) PROVIDED STUDENTS WITH AN ENVIRONMENT CONDUCIVE TO LEARNING, (2) PROVIDED IN-SERVICE TRAINING FOR THE FACULTY, (3) PLOTTED STUDENT PROGRESS BY USE OF THE IOWA TEST OF BASIC SKILLS (ITBS), AND (4) HELPED TEACHERS BECOME MORE EFFECTIVE IN THE CLASSROOM. STUDENTS WERE PLACED IN HOMOGENEOUS ABILITY GROUPS IN THE SUBJECT AREAS OF LANGUAGE ARTS, MATHEMATICS, READING, AND WORK STUDY SKILLS. CLASSES WERE TAUGHT BY TEAM TEACHERS. THE GROUPING WAS PERIODICALLY REVIEWED. THE COUNSELOR PROVIDED INDIVIDUAL AND GROUP COUNSELING SERVICES AND WORKED CLOSELY WITH THE TEACHING AND ADMINISTRATIVE STAFFS TO IMPLEMENT EFFECTIVE TEACHER-LEARNER PRACTICES. ITBS SCORES WERE RECORDED AND ANALYZED FOR STUDENTS IN THE CHILD-CENTERED GROUP AND IN THE CONVENTIONAL GROUP. THE CHILD CENTERED GROUP CONSISTED OF STUDENTS CURRENTLY ENROLLED IN THE SCHOOL WHILE THE CONVENTIONAL GROUP CONSISTED OF FORMER STUDENTS CURRENTLY IN HIGH SCHOOLS. QUESTIONNAIRES WERE COMPLETED BY PARENTS, STUDENTS, AND TEACHERS. THE COUNSELOR KEPT A WORK LOG. STUDENTS IN CHILD-CENTERED CLASSES SHOWED GREATER GROWTH IN THE VOCABULARY SUBTEST OF ITBS THAN CHILDREN IN CONVENTIONAL CLASSES. TEACHERS AND PARENTS SUPPORTED THE CHILD-CENTERED APPROACH. STUDENTS HAD A POSITIVE ATTITUDE TOWARD THE SCHOOL, COUNSELOR AND TEACHERS. (SK)

ED014088

REPORT OF AN
ELEMENTARY GUIDANCE PROJECT
APPROVED UNDER TITLE V-A OF
THE NATIONAL DEFENSE EDUCATION ACT

Elementary Guidance - A Child-Centered Approach for Optimum Placement in the Learning Atmosphere

Submitted to

THE OHIO DEPARTMENT OF EDUCATION
Division of Guidance and Testing
751 Northwest Boulevard
Columbus, Ohio

by

THE TWINSBURG LOCAL SCHOOL DISTRICT
10270 Ravenna Road
Twinsburg, Ohio

June 30, 1967

CG 000 439

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TWINSBURG ELEMENTARY GUIDANCE PROJECT

Wm. S. Mercer, Local Superintendent

Dr. Thomas L. Showalter, Project Director

Mrs. Helen Weingart, Counselor

Dr. Glenn A. Saltzmann, Evaluation Consultant

PREFACE

The basic project which was submitted to the Division of Guidance and Testing for approval under Title V-A of the National Defense Education Act was conducted in accordance with the written proposal but for one exception.

In the final analysis of the data which had been collected, the original proposal had stated that the achievement and ability data would be grouped according to decile for the students in the control and experimental groups. Unfortunately, some of the decile ranges included such a small number of students that the comparison could not be reliably made. Therefore, the same basic procedure was applied but the groupings were made by quartile rank instead of decile rank and are so reported in this evaluation.

Since it is felt that communications and understanding of a school program are paramount, the counselor initiated a handbook for teachers and parents explaining the guidance program and also a leaflet for students which served as an introduction of the counselor to the students as well as a brief description of the duties of a counselor. These two publications are included at the end of this report and are attached to flyleaves.

ELEMENTARY GUIDANCE - A CHILD CENTERED APPROACH FOR OPTIMUM PLACEMENT IN THE LEARNING ATMOSPHERE

DESCRIPTION OF THE PROJECT

DESCRIPTION OF THE TWINSBURG LOCAL SCHOOL DISTRICT

Identification of Local Situation

The Twinsburg Local School District, Summit County, contains three elementary schools with grade division as follows:

Wilcox Elementary School - Kindergarten-3 (Grade 3, 20 pupils)

Samuel Bissell School - Grades 3-5 (523 pupils)

Twinsburg School - Grades Kindergarten, 3,6,7
(25 pupils in Grade 3)
(345 pupils in Grades 6 and 7)

The elementary school guidance project hereinafter described will apply in the Samuel Bissell School and the Twinsburg School, excluding kindergarten.

The Samuel Bissell School is designed to serve the concept of team teaching while the Twinsburg School has been remodeled in some degree to serve team teaching. Team teaching is the educational practice being followed in all of the grades to be included in this project, with some minor variations.

Specialists include the following for each building:

Full time:
- Reading
- Fine Arts
- Music, vocal and instrumental
- Health and physical education
- Librarian

Part time:
- Psychologist (by referral to County Office)
- Speech and Hearing Therapist
- Special School Nurse

It was proposed that the fully qualified elementary school guidance counselor will continue to serve these two buildings, their professional staffs, pupils, and educational program as described above.

Definition of Need for an Elementary School Guidance Project

In order to insure the best possible learning atmosphere, it has been found to be necessary to initiate elementary guidance services. The elementary guidance service is a necessity in this school district because of the complexities in operation caused by homogeneous grouping with the team situation and the need to provide facilities for the staff to insure optimum mental health of the children.

A great deal of attention must be given to testing procedures which identify the achievement levels of each pupil in grades 3 through 7. Once the groupings in the areas of language arts, social studies, science, math, and reading have been made on the basis of standardized achievement tests, teacher grades, and teacher recommendations, continuous evaluation must take place to determine if each child is working to the best of his ability. Although the above duties have previously fallen under the realm of the building principal, other pressing duties of administration sometimes deprived the guidance area of the necessary time and energy to carry out all functions properly. A person trained and educated in the fine points of elementary guidance services has done a more thorough job in all areas.

PROJECT PURPOSES AND OBJECTIVES

Purposes

1. To identify levels of achievement of the pupils involved in the school district by administration of the Iowa Tests of Basic Skills at grade levels 3, 4, 5, and 6.
2. To identify ability levels of the pupils by administering the bi-annual testing program using the Otis Quick-Scoring Mental Ability Test at grade levels 3, 5, and 7.
3. To group youngsters according to achievement levels in the team situation with some latitude allowed for teacher judgment.
4. To identify those youngsters who appear to be under-achieving or over-achieving according to their ability test scores related to their achievement test scores and to develop an individual counseling program for each.
5. To allow the transition from one grade level to the next higher level by following a non-graded approach which enables youngsters to progress at their own rate.
6. To work closely with teachers to help them understand the differences of individual pupils.
7. To work closely with teachers to help them recognize similarities in groups of pupils to take advantage of both large group and small group team-teaching practices.
8. To help identify pupils with possible psychological problems and initiate referrals to the County Psychological Services Department at an early age in the youngster's development so that

chances for positive prognosis will be greater.

Specific Objectives

1. To place each student in the most conducive environment for learning that is possible.
2. To provide in-service educational programs to members of the staff in order to broaden the general guidance and counseling objectives.
3. To carefully plot each pupil's progress using the Iowa Tests of Basic Skills as the measuring device to determine the educational advancement of each student and the grade level means for each grade as compared with previous mean improvement levels.
4. To enable teachers to do a more efficient job in the classroom and to offer an enriched educational program to all pupils.

BUDGET

A. Personnel Costs

1. Professional Staff: $8,790.00
2. Clerical: $896.60
3. Retirement:

STRS	$1010.85
SERS	89.66
	$1100.51

4. Consultative and Resource Staff:
   a) University faculty personnel: $500.00 (provides for eight in-service training workshops at $50.00 each and $200.00 for consultative help in developing the guidance values test instruments.)
5. Total Personnel Costs: $11,287.11

B. Testing Costs

1. Otis Quick-Scoring Mental Ability Test: $80.00

2. Test Scoring Service: $600.00

3. Total Testing Materials: $680.00

C. Material Costs: $200.00

D. Miscellaneous Costs: None

E. Total Project Budget: $12,167.11

DESCRIPTION OF THE PROJECT OPERATION

Prior to the commencement of school for students during the 1966-1967 school year, the counselor proposed tentative groupings of students using test results from the Iowa Tests of Basic Skills which were given during the spring of 1966. Percentile rankings for each student were made using the above results and matched with ability test scores which were converted to percentiles to determine any inequalities that tended to exist and could be a sign of learning problems. After initial grouping by the counselor, teachers who had taught the pupils in question during the year just completed were called in to analyze the recommended groupings and to determine those pupils who could more profitably be served by a more accelerated placement or by a slower paced placement. The final groupings were then made in the subject areas of language arts, mathematics, reading, and work study skills. After the groupings were completed, pupils were scheduled into subject area classes on a homogeneous basis within the team-teaching framework.

No later than six weeks after school began, an appraisal was made regarding the placement of the students in the assigned classes. In the event certain individual students were not performing according to expected levels, the team of teachers, in cooperation with the counselor, attempted to formulate a program to help the individual pupils. Examples of steps taken were a more individualized program within the existing framework of the assigned class, movement from one level of class grouping to a higher or lower grouping, small group sessions with

the counselor, individual counseling by the counselor, a few cases of referrals to the school psychologists, and in some instances referrals were made to other specialists. In each instance the best approach was attempted for the individuals involved. Periodic reexamination of the entire program was made at the end of each of the six weeks' grading periods. However, special problems were dealt with as they arose.

In addition to the individual and group counseling services which the counselor provided, the ccunselor and the director of the project worked informally with the teaching and administrative staff in the following areas:

1. The role of the counselor and the importance of effective communications between all members of the staff.
2. The role of the classroom teacher in implementing effective teacher-learner practices.
3. More effective utilization of standardized test results.
4. The importance of proper placement of students for optimum learning.

In order to improve the previous year's project, a formal attempt was made in the following areas:

1. To extend the services of the counselor by providing a structured program of in-service education for teachers which was related to guidance oriented procedures.
2. The engagement of Dr. Glenn Saltzman of the Kent State University to develop special instruments to evaluate

the specific role of the guidance program in the total school setting.

3. The further use of Dr. Saltzman in evaluating the total program by an outside resource person.

DESCRIPTION OF THE METHOD USED TO EVALUATE THE PROJECT

by Dr. Glenn A. Saltzman

Program Evaluation

An extensive evaluation program was instituted to evaluate the effectiveness of the Elementary Guidance Project of the Twinsburg Schools (1966-1967). The program, the program purposes and objectives, and the program expenditures have been described earlier in this report. The purpose of this section of the final report is to describe in detail the evaluation procedures utilized and to report the pertinent findings of this research.

Evaluation procedures should be viewed as a beginning, not an end. The prime purpose of a program evaluation is to indicate what should be done in the future, not what should have been done in the past. There can be no really meaningful evaluation unless it is used as a basis for improving the present program. Evaluation in this study is viewed as a beginning - a way to suggest direction for improved programs in the future - and not as an end.

PROCEDURES

The evaluation of the worthwhileness of this elementary project took several important directions, and each direction will be explained in detail in this, the Procedures section of the report. The various

aspects of this program evaluation included:

1. Iowa Test of Basic Skill Growth Analysis
2. Parental Questionnaire
3. Teacher Questionnaire
4. Student Questionnaire
5. Counselor Work Log

1. Iowa Test of Basic Skills Growth Analysis

Iowa Test of Basic Skills (ITBS) growth recorded between grades three and four, grades four and five, and grades five and six was analyzed for Child-Centered (Experimental Group) as compared to Conventional classes (Reference Group).

The Child-Centered class group included those students in grades four, five, and six, during the school year 1966-1967 that were also enrolled in grades three, four, and five during the 1965-1966 school year. This selection procedure insured that ITBS results would be available for all students in the Child-Centered Group for both years of the project.

The Conventional class group included students who were in grades eight through twelve in the Twinsburg School System, in the 1965-1966 school year, and who had been in the Twinsburg School System as third, fourth, fifth, and sixth graders. A random sample of fifty percent of this group was selected using a table of random numbers.

The students at each grade level were divided into quartiles based upon the results of the Otis Quick-Scoring Mental Ability Test. This was done in order that comparisons might be more readily made.

for example, between a group of high ability students in the Child-Centered group and a group of high ability students in the Conventional group. It should be mentioned here, and will be demonstrated in Table 1, that the Child-Centered classes did not differ significantly from the Conventional classes in any quartile at any grade level, with regards to ability as measured by the Otis Quick Scoring Mental Ability Test. There were some slight differences, but none were found to be significant.

The growth registered on each of five sub-tests and the composite score of the ITBS was recorded for each child as he progressed from one grade level to another (e.g., from third to fourth grade, from fourth to fifth grade, from fifth to sixth grade). The means for each quartile for each ITBS sub-test and composite score were recorded for each grade level for both Child-Centered and Conventional classes. The amount of growth was then computed and is presented in tabular form in Appendixes A, B, and C, and graphically in Tables 2, 3, 4, 5, 6, and 7.

The decision to present this data graphically was made by the evaluators of this study in an attempt to present the findings of this study in a manner that would be understandable to those persons who have not had a background in statistics. This decision was reached, not because the evaluators did not value the use of highly refined research techniques, but because of the belief that the results of action research should be presented in a manner that will make the findings readily available, and easily understandable, to all.

2. Parental Questionnaire

The Parental Questionnaire (see Appendix D) was constructed to determine what parents thought about some of the things that have been done, and are being done, in the Twinsburg Schools to help their children learn. The questionnaire was not intended to evaluate the total elementary education program, but rather, placed special emphasis on the role that guidance has played, and is playing, in the child's development. The questionnaire consisted of twenty-three forced-choice statements and three open-ended questions.

Questionnaires were sent to two groups of parents - those with whom the elementary counselor had had a personal contact, and a like number of parents with whom the counselor had had no personal contact.

The number of parents that had been personally contacted by the counselor during the school year (prior to May 1) was as follows:

Parents of child in Grade 3	15
Parents of child in Grade 4	24
Parents of child in Grade 5	23
Parents of child in Grade 6	17
Parents of child in Grade 7	5
Total Parents Contacted	84

An equal number of parents with whom the counselor had not had personal contact during the year were contacted. To insure that the number in this group was equal to the number in the "Parents Contact" group the counselor used the ITBS composite listing of students for each grade level and:

in Grade 3 selected the parents of every ninth child

in Grade 4 selected the parents of every fifth child

in Grade 5 selected the parents of every seventh child

in Grade 6 selected the parents of every eighth child

in Grade 7 selected the parents of every thirty-second child

for a total of eighty-four sets of parents.

All parental responses to questions one through twenty-three were converted to machine-scorable answer sheets and the findings are reported in Tables 8 and 9. A summary of significant parental comments to questions 24, 25, and 26, appears in Appendix E.

Immediately following the questionnaire in Appendix D there are copies of the cover letter sent with the questionnaire and the follow-up letter that was forwarded two weeks later.

3. Teacher Questionnaire

The Teacher Questionnaire (Appendix F) attempted to measure (1) certain aspects of classroom guidance carried out by the teacher, (2) the teacher's opinion of the in-service workshops that were planned for them as a part of this project, and (3) the teacher's opinion of guidance that was carried out by the elementary school counselor.

The questionnaire for teachers was administered to all third, fourth, fifth, and sixth grade teachers, and consisted of thirty-three forced-choice items, six items dealing specifically with the in-service education workshops, and one open-ended question for counselor use. This questionnaire was pre-tested on a group of teachers, and was judged to have content validity by a panel of three judges. The results of this questionnaire are presented in Table 10.

4. Student Questionnaire

The Student Questionnaire (Appendix G) attempted to determine how students felt about their elementary school experience in general and more specifically how they felt about the guidance they received from their teachers and their school counselor.

The Student Questionnaire consisted of thirty forced-choice items and was administered to every third, fourth, fifth, and sixth grade pupil. This questionnaire was judged to have content validity by a panel of three judges. The Student Questionnaire was pre-tested on a group of third graders to determine its readability and clarity. The results of this questionnaire are presented in Tables 11, 12, 13, and 14.

5. Counselor Work Log

The Counselor Work Log (Appendix H) is a detailed record of the guidance activities of the Twinsburg Elementary School during the 1966-1967 school year. A percentage breakdown of the counselor's work day has been made in an effort to describe to others the activities performed by one elementary counselor. In this new and advancing area of elementary guidance there is a real need to determine the role of the elementary school counselor, and certain records such as a counselor work log, can contribute much data which when added to other factual information will enable persons in positions of leadership to paint a picture of the elementary counselor with more clarity.

FINDINGS

This section of the report will be concerned with the findings which deal with the effectiveness of the Twinsburg Elementary Guidance Project.

Table 1 presents a comparison of ability levels, by quartile, of Child-Centered and Conventional classes. It should be noted that although some differences do exist, the differences are not significant and that the Iowa Test of Basic Skills results may be compared between quartile groups under the assumption that the two groups do not differ significantly with regard to ability.

Table 1

Comparison of Otis Quick-Scoring Mental Ability Scores by Quartile for Child-Centered and Conventional Classes.

	Child-Centered Classes			Conventional Classes		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Q - 1	91.3	93.4	91.5	89.7	90.5	88.1
Q - 2	105.8	104.6	103.1	101.7	100.4	103.9
Q - 3	112.9	110.2	110.5	108.4	105.7	111.7
Q - 4	124.8	120.7	122.6	117.1	116.6	120.2
	n=142	n=167	n=156	n=99	n=38	n=84

1. Iowa Test of Basic Skills Growth Analysis

The growth registered by pupils on the Vocabulary sub-test of the ITBS is presented in Table 2. Itshcould be noted that the growth registered by the Child-Centered classes is clearly superior to that made by Conventional classes in every quartile grouping except Quartile 1. It should also be noted that in nine of the twelve categories the Child-Centered classes achieved the expected grade level growth whereas the Conventional classes achieved expected grade level growth in only six of the twelve categories. The reader's attention is called to Appendix A to point out the fact that this growth is especially exceptional when one considres that the grade level means for both groups tend to be above national averages in the first place.

Reading Comprehension is investigated in Table 3. No clear pattern is evident with regard to the Reading Comprehension of the two groups, but one can see that whereas there appears to be little difference in reading at the lower ability level, the low average and high ability pupil appears to benefit more from the Child-Centered approach. The high ability students in the Conventional class appear to do very poorly in Reading Comprehension, but one must be aware of the fact that although fifth to sixth grade growth of the Conventional group is low, their final grade equivalent score is quite high.

The Language sub-score growth which includes factors of spelling, capitalization, punctuation, and usage, is presented in Table 4. The Conventional classes made more growth in eight of the twelve categories than did the Child-Centered classes. Also, the Conventional classes ended with

Table [2]

Comparison of Iowa Test of Basic Skills Growth Between Children in Child-Centered Classes and Children in Conventional Classes

Variable 1 - Vocabulary

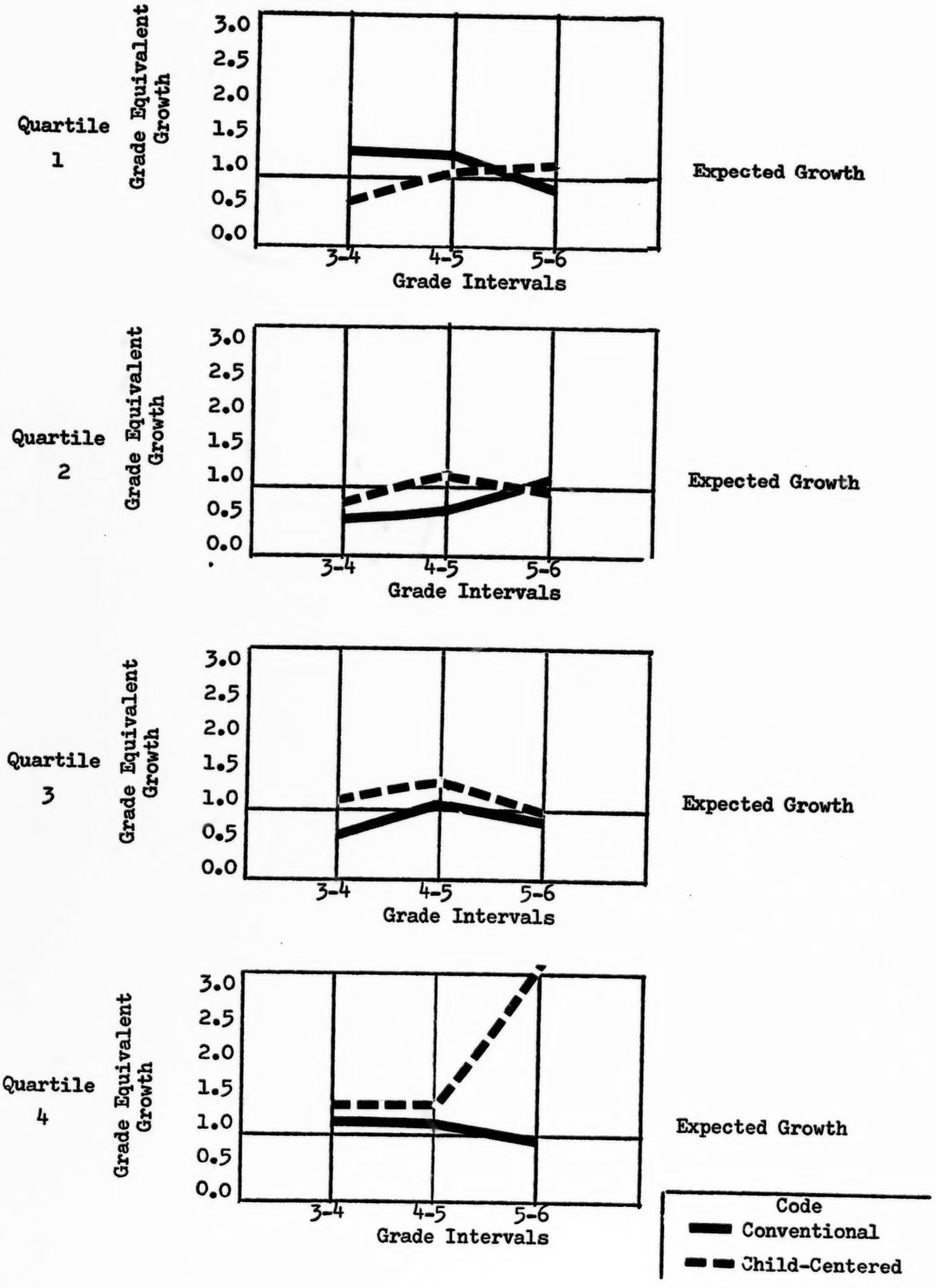


Table 3
Comparison of Iowa Test of Basic Skills Growth Between Children in Child-Centered Classes and Children in Conventional Classes

Variable 2 - Reading Comprehension

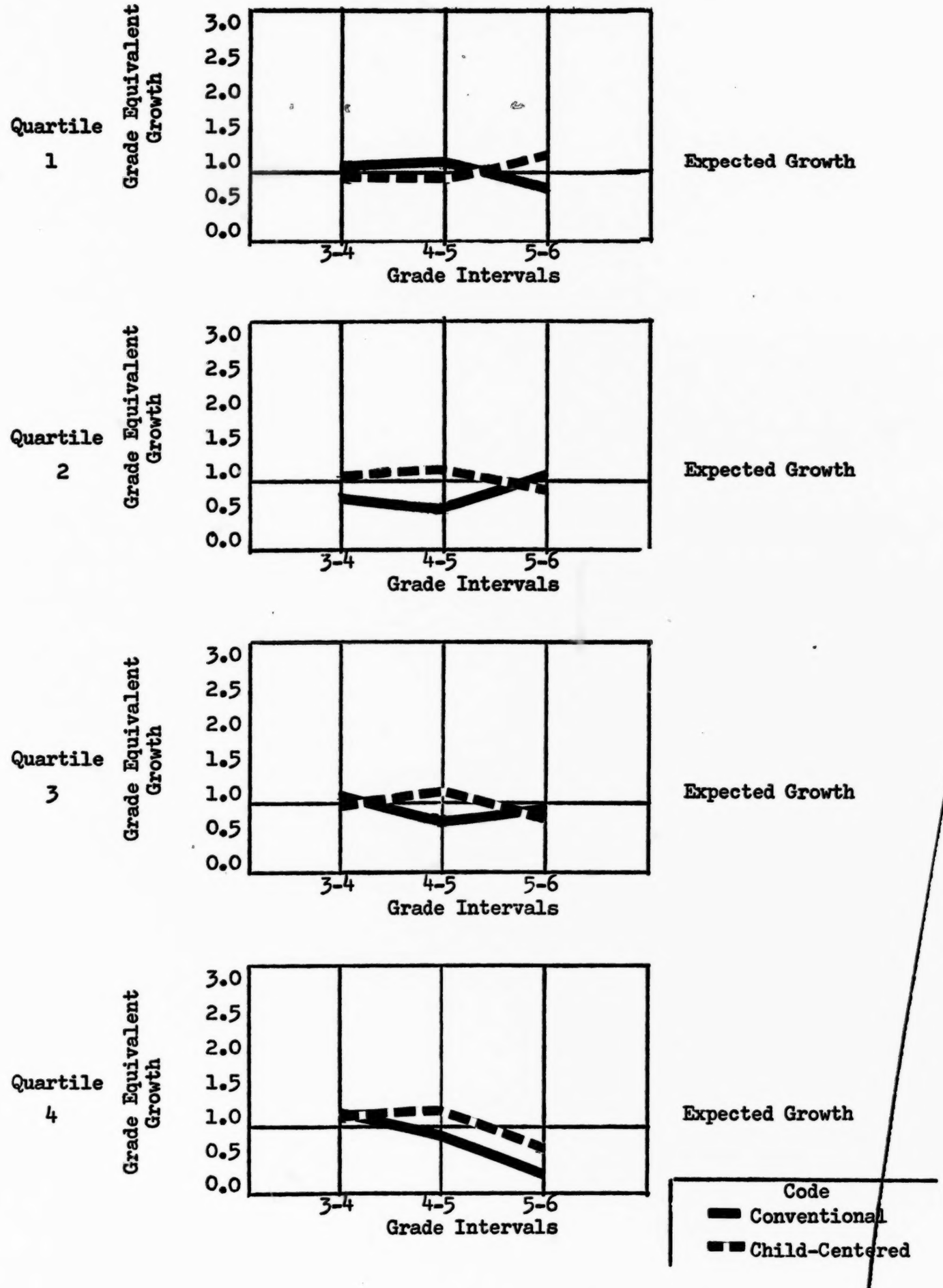
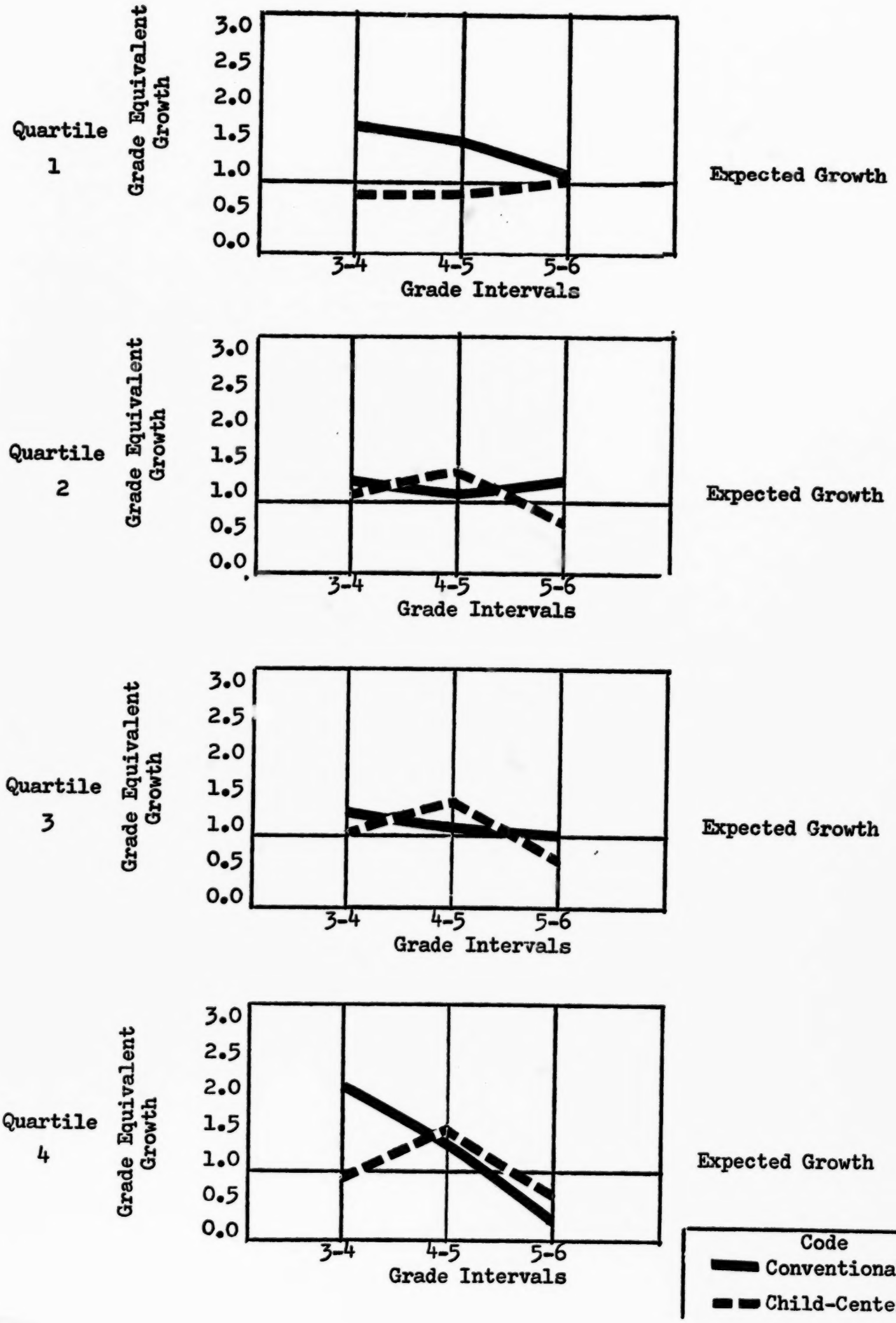


Table 4
Comparison of Iowa Test of Basic Skills Growth Between Children in Child-Centered Classes and Children in Conventional Classes

Variable 3 - Language



higher final grade equivalents (as evidenced by Appendixes A, B, and C) in nine of the twelve categories.

The Work Study Skills sub-score growth favors the Child-Centered classes in seven of the twelve categories. The Work Study Skills data is presented in Table 5. The only area of significance in this category appears to be the Work Study Skills growth from the fourth to the fifth grades. Not only did the Child-Centered group exceed the Conventional group in terms of growth, but did so based on far greater initial achievement levels. The growth differences and final achievement levels in other categories were not significant. It should be noted here that the achievement levels of both groups are extremely high and the fact that both groups made large gains can be considered significant.

The Child-Centered classes are compared to the Conventional classes in terms of Arithmetic sub-score growth and the results are presented in Table 6. Seven of the twelve growth categories and ten of the twelve final achievement levels favor the Conventional group. The pattern for the Arithmetic achievement growth clearly favors the Conventional classes.

The ITBS Composite score growth is recorded in Table 7. The Child-Centered classes show more growth than the Conventional classes in seven of the twelve categories. After viewing Appendixes A, B, and C, one also notes that the Conventional classes exceed the Child-Centered classes in eight of twelve categories in terms of final achievement level.

Looking specifically at the change that took place in each quartile, in terms of final achievement levels, one finds that:

In Quartile 1 - the Child-Centered groups are superior in fourth to fifth and fifth to sixth improvement.

In Quartile 2 - the Child-Centered groups are superior in third to fourth and fourth to fifth improvement.

In Quartile 3 - the Child-Centered groups are superior in third to fourth and fourth to fifth improvement.

In Quartile 4 - the Child-Centered groups are superior in fourth to fifth improvement.

Table 5
Comparison of Iowa Test of Basic Skills
Growth Between Children in Child-Centered Classes
and Children in Conventional Classes
Variable 4 - Work Study Skills

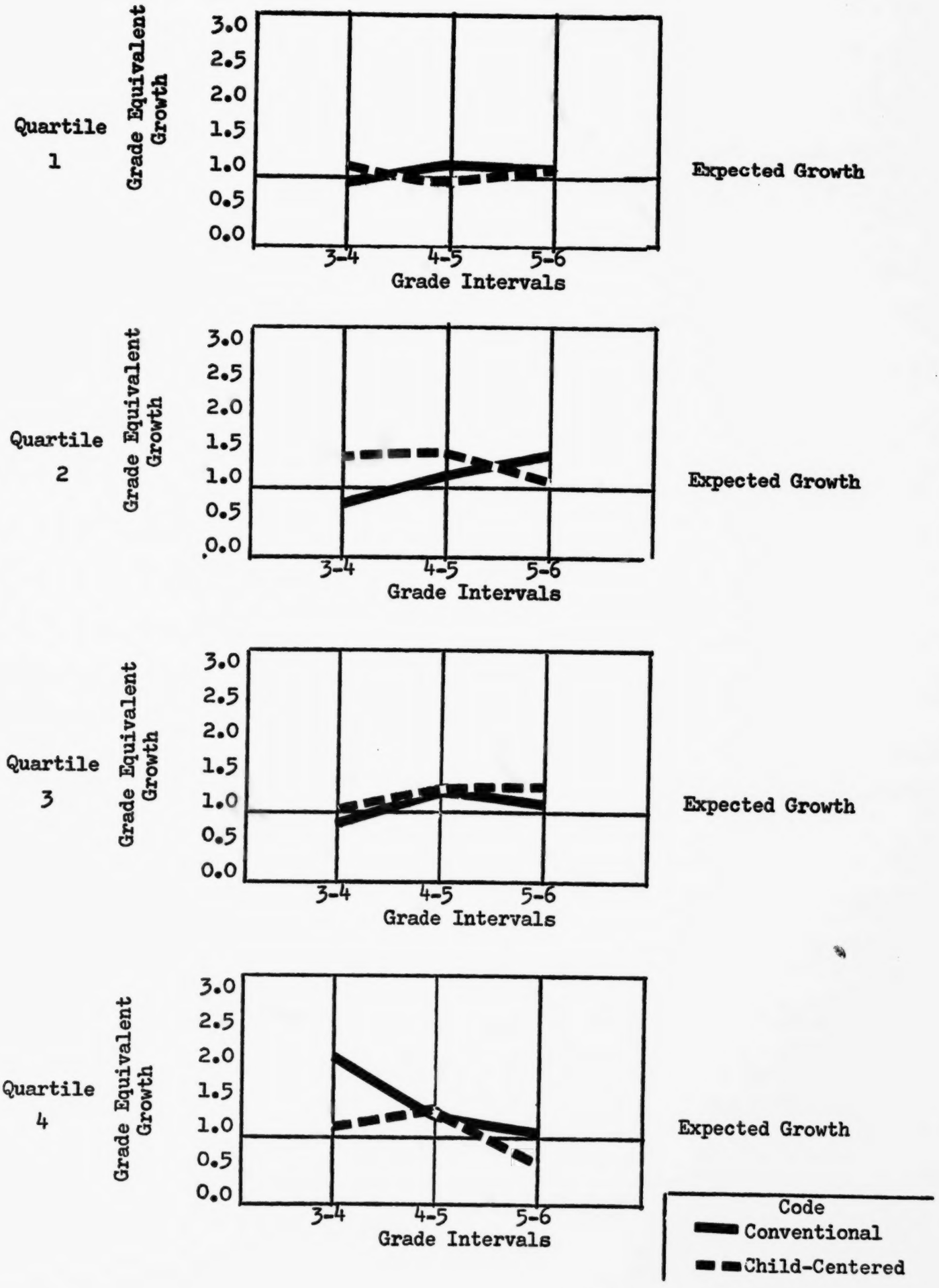


Table 6
Comparison of Iowa Test of Basic Skills
Growth Between Children in Child-Centered Classes
and Children in Conventional Classes

Variable 5 - Arithmetic

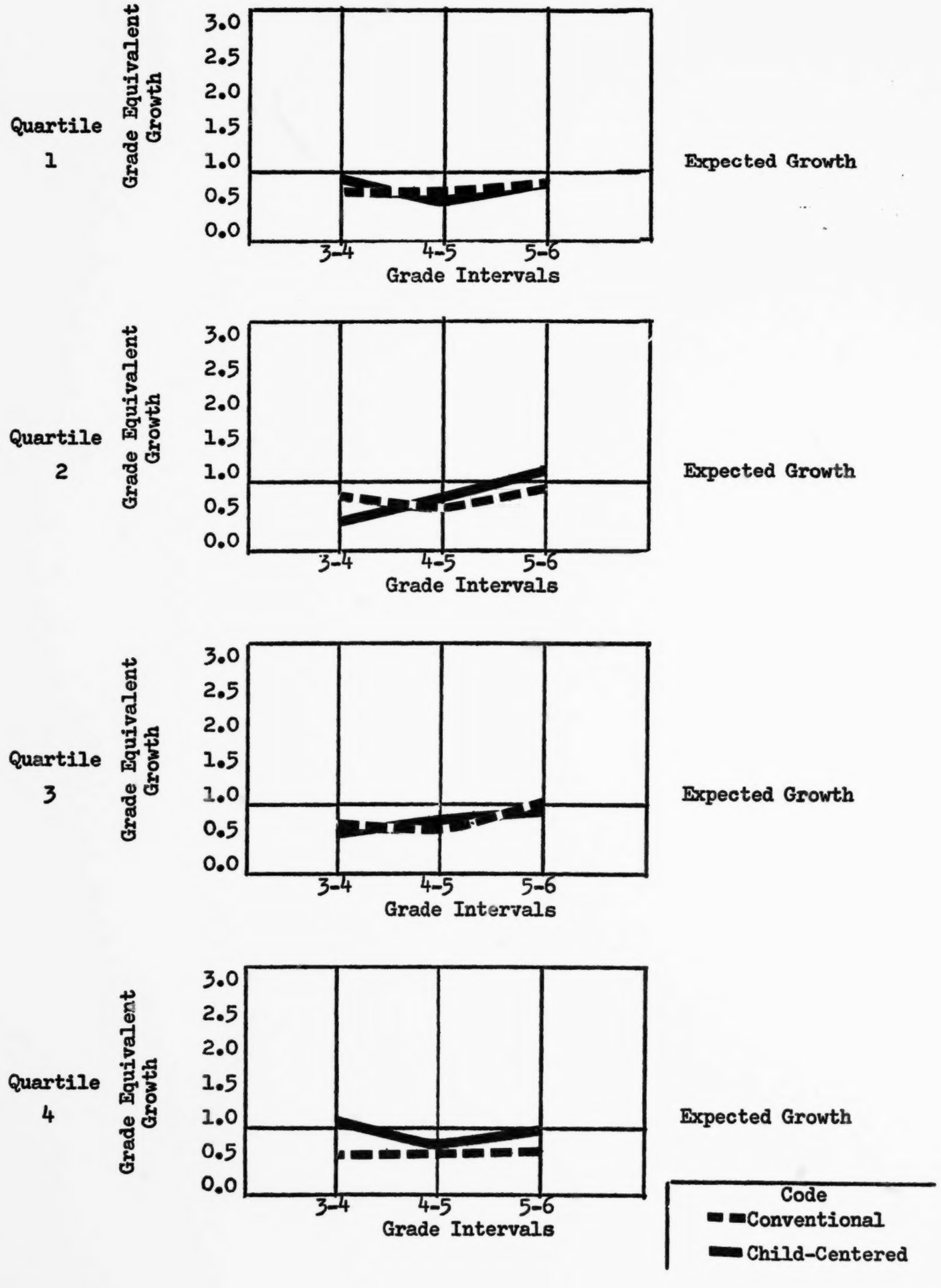
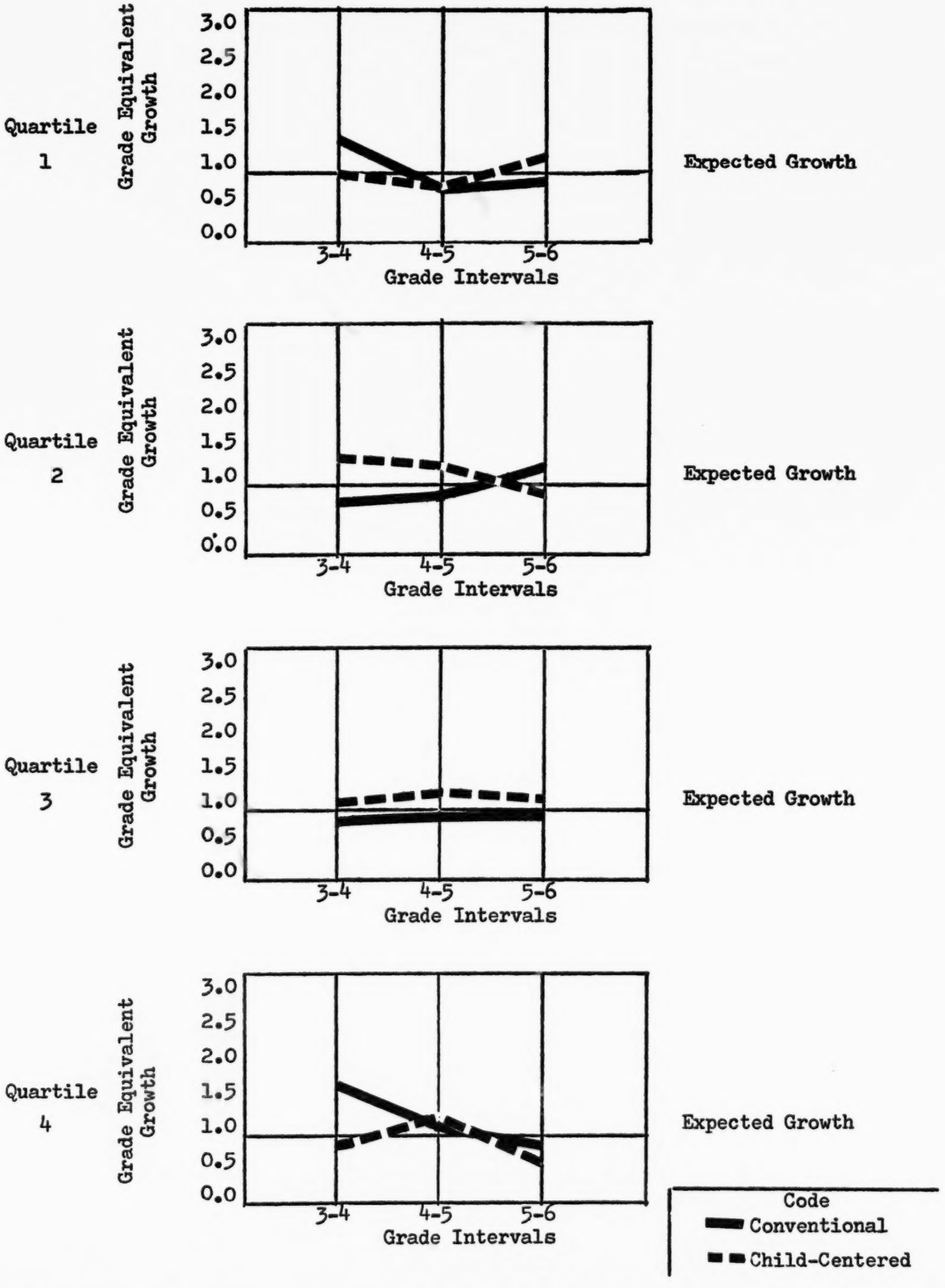


Table 7
Comparison of Iowa Test of Basic Skills Growth Between Children in Child-Centered Classes and Children in Conventional Classes

Variable 6 - ITBS Composite



2. Parental Assessment of Child-Centered Approach to Learning

This section of the report looks at the results of the questionnaire (see Appendix D) administered to parents who had no contact with the school counselor during the school year (Table 8) and to parents who had had contact with the school counselor during the school year (Table 9). For the most part, the parents in these two groups tended to agree on their opinions of the school program and staff and responded quite positively. The major difference in the findings was on those items that dealt with the school counselor and her activities, and here, the group that had had the contact with the school counselor responded much more positively.

Approximately 90 percent of the parents in both groups reported that their child enjoyed attending school (Item 1), and that their child liked his/her teachers (Item 3). The parents felt that the teachers of the Twinsburg Schools were quite competent (Item 6), and that the professional staff of the school treated their child in a fair manner (Item 17). One weak point in this area appeared to be that only 52.9 percent of the no contact parents and 60 percent of the contact parents indicated that they understood the particular aims and expectations of the grade in which their child was enrolled (Item 14). It appears that a greater effort needs to be made in explaining the aims and objectives of each grade level to parents. It is also interesting to note that a higher percent of no contact parents (94% - 84%) felt that they understood their own child's ability (Item 18) and that (74% - 51%) felt their child knew his own ability (Item 20). This point needs further investigation to

Table 8

Guidance Questionnaire Responses of Parents

(No Personal Contact With Counselor)

(n = 35)

Item	Agree		Disagree		?	
	No.	%	No.	%	No.	%
1[a]	31	88.6	2	5.7	2	5.7
2.	33	94.3	1	2.9	1	2.9
3.	31	88.6	0	0.0	4	11.4
4.	7	21.2	20	60.6	6	18.2
5.	5	14.3	19	54.3	11	31.4
6.	28	80.0	1	2.9	6	17.1
7.	18	52.9	2	5.9	14	41.2
8.	29	82.9	5	14.3	1	2.9
9.	13	37.1	17	48.6	5	14.3
10.	20	57.1	12	34.3	3	8.6
11.	16	45.7	18	51.4	1	2.9
12.	11	33.3	20	60.6	2	6.1
13.	8	22.9	23	65.7	4	11.4
14.	18	52.9	8	23.5	8	23.5
15.	21	60.0	10	28.6	4	11.4
16.	14	40.0	21	60.0	0	0.0
17.	34	97.1	0	0.0	1	2.9
18.	32	94.1	1	2.9	1	2.9
19.	7	20.0	28	80.0	0	0.0
20.	26	74.3	6	17.1	3	8.6
21.	13	38.2	15	44.1	6	17.6
22.	27	81.8	2	6.1	4	12.1
23.	15	42.9	15	42.9	5	14.3

a. See Appendix D

Table 9

Guidance Questionnaire Responses of Parents

(Personal Contact With Counselor)

(n = 33)

Item	Agree		Disagree		?	
	No.	%	No.	%	No.	%
1.[a]	29	87.9	2	6.1	2	6.1
2.	28	84.8	2	6.1	3	9.1
3.	28	87.5	2	6.3	2	6.3
4.	18	54.5	6	18.2	9	27.3
5.	7	21.2	21	63.6	5	15.2
6.	25	75.8	2	6.1	6	18.2
7.	18	54.5	2	6.1	13	39.4
8.	27	81.8	6	18.2	0	0.0
9.	19	61.3	11	35.5	1	3.2
10.	13	39.4	14	42.4	6	18.2
11.	13	39.4	19	57.6	1	3.0
12.	8	26.7	22	73.3	0	0.0
13.	5	15.6	26	81.3	1	3.1
14.	20	60.6	7	21.2	6	18.2
15.	26	78.8	5	15.2	2	6.1
16.	16	48.5	17	51.5	0	0.0
17.	29	87.9	0	0.0	4	12.1
18.	28	84.8	2	6.1	3	9.1
19.	5	15.2	26	78.8	2	6.1
20.	17	51.5	12	36.4	4	12.1
21.	15	45.5	15	45.5	3	9.1
22.	32	97.0	1	3.0	0	0.0
23.	15	45.5	14	42.4	4	12.1

a. See Appendix D

determine the reason(s) for these differences.

The parents feel that the instruction offered in the Twinsburg Schools is appropriate for their child's ability (Item 2), but that in general, the child is not working up to his/her capacity (Item 10).

Only slightly over 50 percent of each group felt that their child was getting a better education in Twinsburg than he/she would in almost any other school (Item 7). Most of the remaining 50 percent of the parents did not answer this item negatively, but rather stated that they did not know the answer. About 30 percent of the parents in both groups stated that their child studies more than one hour each night (Item 11) and only 15 percent believe that their child should be given more homework (Item 13).

Looking more specifically at the school counselor, more parents in the contact group (61% - 37%) stated that they would like an appointment with the school counselor to discuss their child's educational progress (Item 9) and more contact parents (80% - 60%) felt that they understood the services of the elementary school counselor (Item 15). Ninety-seven percent of the contact parents as compared to 81 percent of the no contact parents felt that the school counselor could be a major factor in assisting the parents to more clearly understand their child's educational progress. Over 80 percent of both groups stated that they had received their child's standardized test results (Item 8) and that they agreed with the concept of acquainting elementary students with various occupations and professions (Item 19).

It should be mentioned here that the questionnaire return on this

parental investigation was only about 40 percent and that although one should be cautious about generalizing from such a small return, the extreme positiveness of these parental responses is certainly a sign that the parents of the Twinsburg Schools value the education that their children are receiving and hold the school system and professional staff in high regard.

3. Teacher Assessment of Child-Centered Approach to Learning (See Table 10)

There were no collective responses on the Teacher Questionnaire (see Appendix F) that could be construed as negative toward any part of the educational program of the Twinsburg Schools. The positive attitude present on the part of teachers was evidenced by the fact that 87.5 percent of the teachers agreed that "Twinsburg Schools are an excellent place to teach" (Item 10). There were no negative responses to this item.

Teachers have enjoyed their experiences with team teaching (83.3% - Item 11) and the majority (52.0% - Item 1) believe that the non-graded approach enables youngsters to progress at their own rate and that it improves instruction in the classroom (60.9% - Item 12). However, the teachers are undecided as to whether the non-graded approach makes teaching easier or more meaningful (Items 4 and 5). The Twinsburg teachers feel that they are an integral part of the school's educational program and express very positively (96.0% - Item 6) how the school values their professional opinions.

The testing program of the Twinsburg Elementary Schools was looked upon very favorably by teachers. Teachers expressed the important role testing had played in their better understanding of children (Items 2

Table 10

Teacher Responses to Guidance Questionnaire

(n = 24)

Item	Agree		Disagree		?	
	No.	%	No.	%	No	%
1.[a]	13	52.0	3	12.0	9	36.0
2.	20	80.0	3	12.0	2	8.0
3.	17	68.0	4	16.0	4	16.0
4.	10	40.0	5	20.0	10	40.0
5.	10	40.0	2	8.0	13	52.0
6.	24	96.0	1	4.0	0	0.0
7.	6	24.0	8	32.0	11	44.0
8.	10	40.0	7	28.0	8	32.0
9.	11	44.0	6	24.0	8	32.0
10.	21	87.5	0	0.0	3	12.5
11.	20	83.3	1	4.2	3	12.5
12.	14	60.9	3	13.0	6	26.1
13.	12	50.0	5	20.8	7	29.2
14.	12	50.0	10	41.7	2	8.3
15.	19	79.2	2	8.3	3	12.5
16.	21	87.5	2	8.3	1	4.2
17.	10	41.7	11	45.8	3	12.5
18.	11	45.8	3	12.5	10	41.7
19.	19	79.2	3	12.5	2	8.3
20.	7	29.2	0	0.0	17	70.8
21.	17	68.0	3	12.0	5	20.0
22.	14	56.0	6	24.0	5	20.0
23.	23	92.0	1	4.0	1	4.0
24.	0	0.0	21	84.0	4	16.0
25.	24	96.0	0	0.0	1	4.0
26.	4	16.7	19	79.2	1	4.2
27.	15	60.0	2	8.0	8	32.0
28.	14	56.0	4	16.0	7	28.0
29.	11	44.0	0	0.0	14	56.0
30.	13	54.2	1	4.2	10	41.7
31.	15	62.5	2	8.3	7	29.2
32.	10	43.5	3	13.0	10	43.5
33.	13	56.5	4	17.4	6	26.1
34.	1.67 based upon a 4.0 scale(9.5% absent.)					
35.	3.14 based upon a 4.0 scale(8.3% absent.)					
36.	2.61 based upon a 4.0 scale(14.3% absent.)					
37.	1.83 based upon a 4.0 scale(21.7% absent.)					
38.	2.26 based upon a 4.0 scale(34.8% absent.)					
39.	1.21 based upon a 4.0 scale(17.4% absent.)					

a. See Appendix F

and 3). Fifty percent of the teachers had employed item analysis with achievement test results (Item 14) and 92 percent feel that their understanding of test results is adequate (Item 23).

Although teachers expressed concern regarding students achieving at a level commensurate with their ability (Item 8) and were doubtful that the majority of the students studied properly (Item 17), these teachers possessed a very positive attitude toward children, consistent with what is considered to be good guidance, as expressed in their responses to Items 16, 22, 24, and 25.

The teachers feel that the counselor has made the referral procedures to be used by them quite clear (Item 15), that she had done an excellent job of explaining the cumulative records (Item 21) and that she approaches her job with great courtesy and does not unnecessarily disrupt class time (Item 26). Items 27 through 33 deal specifically with the specialized activities performed by the school counselor. The teacher responses to the work of the counselor are very favorable, but one fact becomes readily available - teachers for the most part do not understand exactly what the counselor does and are not in a position to judge her effectiveness. It should be noted, however, that there are very few negative comments concerning the work of this particular counselor.

Lastly, the very comprehensive in-service education program for teachers was evaluated by the teachers. The presentation "Whom Do You Teach?" received outstanding ratings by teachers followed by "Guidance Techniques For Teachers" and "Interpreting Tests to Improve Student Growth". It should also be noted that the teachers felt that the counselor provided

excellent leadership in the provision of in-service education programs (62.5% - Item 31). It should also be noted (see figures 34 - 39 in Table 10) that the absence rate for these in-service programs progressed from a low of 8.3 percent at the second in-service program to a high of 34.8 percent at the second from the last presentation. This fact alone made an adequate comparative evaluation of these programs by teachers extremely difficult, if not impossible.

4. Student Analysis of Child-Centered Approach to Learning

Every third, fourth, fifth, and sixth grader was administered the Student Guidance Questionnaire (see Appendix G) and the data is summarized in Tables 11, 12, 13, and 14. One can readily see that in many instances the results from one grade level to another are similar. For this reason the results of these questionnaires will be discussed in terms of all elementary students in the Twinsburg Schools except in those cases where significant differences exist.

For the most part, the elementary students enjoy their classes (Item 1), feel that their subjects are not too difficult for them (Item 2), feel that their teachers like, (Item 3), understand, (Item 4), and care for them (Item 8). Sixth graders express that they enjoy school more, but that they are less confident that their teacher likes, understands, and cares for them. Approximately 60 percent of the children at each grade level find that their classes are interesting (Item 13) and over 70 percent of the students at grades 3, 4, and 6, feel that their teachers give them fair tests. Only 44.6 percent of the fifth graders feel that the teacher-made tests in their room are fair and 44.6 percent are unable to decide.

Table 11

Third Grade Student Response to Guidance Questionnaire

(n = 158)

Item	Agree		Disagree		?	
	No.	%	No.	%	No	%
1.[a]	116	73.4	15	9.5	27	17.1
2.	15	9.5	93	58.9	50	31.6
3.	82	51.9	15	9.5	61	38.6
4.	84	53.2	14	8.9	60	38.0
5.	47	29.	106	67.5	4	2.5
6.	34	21.	79	50.0	45	28.5
7.	108	68.4	28	17.7	22	13.9
8.	81	51.3	19	12.0	58	36.7
9.	69	43.7	60	38.0	29	18.4
10.	6	3.8	122	77.2	30	19.0
11.	11	7.0	110	69.6	37	23.4
12.	87	55.1	39	24.7	32	20.2
13.	98	62.4	25	15.9	34	21.7
14.	63	39.9	47	29.7	48	30.4
15.	67	42.9	39	25.0	50	32.1
16.	101	63.9	19	12.0	38	24.1
17.	98	62.0	36	22.8	24	15.2
18.	38	24.2	93	59.2	26	16.6
19.	16	10.1	131	82.9	11	7.0
20.	117	74.1	9	5.7	31	19.6
21.	116	73.9	6	3.8	35	22.3
22.	33	21.0	95	60.5	29	18.5
23.	53	34.0	51	32.7	52	33.3
24.	23	14.6	93	59.2	41	26.1
25.	66	42.0	26	16.6	65	41.4
26.	118	75.2	20	12.7	19	12.1
27.	76	48.7	35	22.4	45	28.8
28.	92	59.4	29	18.7	34	21.9
29.	99	63.1	32	20.4	26	16.6
30.	96	61.9	14	9.0	45	29.0

a. See Appendix G

Table 12

Fourth Grade Student Response to Guidance Questionnaire

(n = 156)

Item	Agree		Disagree		?	
	No.	%	No.	%	No.	%
1.[a]	117	75.0	10	6.4	29	18.6
2.	19	12.2	118	75.6	19	12.2
3.	75	48.1	18	11.5	63	40.4
4.	90	57.7	20	12.8	46	29.5
5.	61	39.1	93	59.6	2	1.3
6.	14	9.0	128	82.1	14	9.0
7.	104	66.7	32	20.5	20	12.8
8.	82	52.9	19	12.3	54	34.8
9.	39	25.0	104	66.7	13	8.3
10.	3	1.9	151	96.8	2	1.3
11.	6	3.8	139	89.1	11	7.1
12.	93	59.6	93	16.0	25	24.4
13.	99	63.5	26	16.7	31	19.9
14.	61	39.1	57	36.5	38	24.4
15.	110	70.5	33	21.2	13	8.3
16.	89	57.1	35	22.4	32	20.5
17.	94	60.3	35	22.4	27	17.3
18.	31	19.9	111	71.2	14	9.0
19.	19	12.2	19	87.8	137	0.0
20.	137	87.8	7	4.5	12	7.7
21.	113	72.9	25	16.1	17	11.0
22.	11	7.1	135	86.5	10	6.4
23.	38	24.4	85	54.5	33	21.2
24.	24	15.6	116	75.3	14	9.1
25.	74	47.4	26	16.7	56	35.9
26.	121	77.6	19	12.2	16	10.3
27.	120	76.9	26	16.7	10	6.4
28.	90	57.7	55	35.3	11	7.1
29.	92	59.0	36	23.1	28	17.9
30.	104	67.5	12	7.8	38	24.6

a. See Appendix G

Table 13

Fifth Grade Student Response to Guidance Questionnaire

(n = 118)

Item	Agree		Disagree		?	
	No.	%	No.	%	No.	%
1.[a]	98	83.1	8	6.8	12	10.2
2.	13	11.1	94	79.7	11	9.3
3.	65	55.1	18	15.3	35	29.7
4.	66	55.9	20	16.9	32	27.1
5.	21	17.8	85	72.0	12	10.2
6.	15	12.7	81	68.6	22	18.6
7.	109	59.9	38	20.9	35	19.2
8.	74	40.9	60	33.1	47	26.0
9.	52	28.7	101	55.8	28	15.5
10.	7	3.8	157	86.3	18	9.9
11.	46	25.3	109	59.9	27	14.8
12.	106	55.5	42	22.0	43	22.5
13.	121	66.5	38	20.9	23	12.6
14.	98	53.8	50	27.5	34	18.6
15.	75	41.2	68	37.4	39	21.4
16.	104	56.8	39	21.3	40	21.9
17.	54	45.4	51	42.9	14	11.8
18.	30	26.1	73	63.5	12	10.4
19.	12	10.3	99	85.3	5	4.3
20.	107	92.2	1	.9	8	6.9
21.	82	70.1	14	12.0	21	17.9
22.	8	6.8	103	88.0	6	5.1
23.	34	29.3	49	42.2	33	28.4
24.	15	12.8	92	78.6	10	8.5
25.	61	52.1	29	24.8	27	23.1
26.	82	44.6	20	10.9	82	44.6
27.	92	79.3	16	13.8	8	6.9
28.	58	50.0	35	30.2	23	19.8
29.	59	51.3	32	27.8	24	20.9
30.	87	73.7	11	9.3	20	16.9

a. See Appendix G

Table 14

Sixth Grade Student Response to Guidance Questionnaire

(n = 153)

Item	Agree		Disagree		?	
	No.	%	No.	%	No.	%
1.[a]	97	63.4	36	23.5	20	13.1
2.	14	9.2	118	77.1	21	13.7
3.	60	39.2	20	13.1	73	47.7
4.	62	40.5	38	24.8	53	34.6
5.	93	60.8	58	37.9	2	1.3
6.	20	13.1	124	81.0	9	5.9
7.	75	49.0	58	37.9	20	13.1
8.	72	47.1	19	12.4	62	40.6
9.	21	13.8	117	77.0	14	9.2
10.	4	2.6	141	92.2	8	5.2
11.	4	2.6	138	90.2	11	7.2
12.	82	53.6	37	24.2	34	22.2
13.	90	58.8	39	25.5	24	15.7
14.	73	47.7	52	34.0	28	18.3
15.	79	51.6	68	44.4	6	3.9
16.	74	48.4	51	33.3	28	18.3
17.	53	34.6	79	51.6	21	13.7
18.	52	34.0	95	62.1	6	3.9
19.	13	8.5	134	87.6	6	3.9
20.	143	93.5	8	5.2	2	1.3
21.	120	78.4	14	9.2	19	12.5
22.	9	5.9	130	85.0	14	9.2
23.	31	20.3	99	64.7	23	15.0
24.	21	13.7	114	74.5	18	11.8
25.	89	58.6	28	18.4	35	23.0
26.	108	71.1	34	22.4	10	6.6
27.	110	71.9	29	19.0	14	9.2
28.	64	41.8	74	48.4	15	9.8
29.	36	23.5	92	60.1	25	16.3
30.	91	59.5	18	11.8	44	28.8

a. See Appendix G

Over 70 percent of the students at each grade level now feel that they know what their abilities are (Item 21), but interestingly enough a high percentage of students reported that the results on their standardized test results were different than what they had expected (Item 28). It would appear that the interpretation of these test results must have contributed to improved self-understanding on the part of a good number of students.

The students appear to view the role of the counselor very positively. They do not view the counselor as a person who spends all of her time with children in trouble (Item 6), "smart kids" (Item 10) or "dumb kids" (Item 11), and over 50 percent of the children at each grade level stated that they would like to talk with the counselor (Item 12). A surprisingly large number of children stated that they had spoken personally to the counselor this year - 47 students in the third grade, 61 in the fourth grade, 21 in the fifth grade and 92 in the sixth grade. This fact alone could well contribute, in large measure, to the positiveness expressed towards the guidance department by elementary students.

Students in the earlier years feel that the way the teacher teaches enables them to learn as fast as they are able to learn (Item 16), but by the time they are sixth graders they express much less confidence that this is true. On the other hand children in the earlier years feel that children with learning problems slow the entire class down whereas in the later elementary years this does not seem to be of major concern. Most children (approximately 85%) state that they regularly study at home (Item 19), but as students progress from grade 3 to grade 6 fewer and fewer children indicate (Item 9) that they are doing academically as well

in school as they are capable of doing. Coincidentally, fewer and fewer parents are happy with the grades their children are receiving as they progress from the third to the sixth grade (Item 29). Still, all in all, students perceive that their parents believe that they are getting a good education (Item 30).

Only 74.1 percent of the students in grade 3 agree that they plan to graduate from high school (Item 20), but by the time they reach the sixth grade well over 90 percent state that they plan to graduate from high school.

Lastly, in the early years about 40 percent of the students felt that anything they had told the counselor would be kept in confidence. By the sixth grade this had risen to 58.6 percent. The children did not express negative points of view with regard to confidentiality, but did indicate that they were unsure of the exact position of the counselor on this matter. This is certainly an important matter and one which the counselor must make quite clear if her effectiveness is to be maximal.

SUMMARY OF THE EVALUATION

In summary, the following points are in evidence:

1. Growth registered by Child-Centered classes on the Vocabulary section of the ITBS indicates that Child-Centered classes are superior to Conventional classes except for the less capable student.

2. Little difference appears between Child-Centered classes and Conventional classes in the Reading Comprehension section of the ITBS.

3. Conventional classes exhibited more growth on the spelling, capitalization, punctuation, and usage parts of the Language sub-tests of the ITBS.

4. The Child-Centered classes exhibited slightly more growth on the Work Study Skills section of the ITBS than did the Conventional groups.

5. The growth of the Conventional classes exceeded the growth of the Child-Centered classes in the Arithmetic section of the ITBS.

6. Little difference was noted between Child-Centered classes and Conventional classes on the ITBS composite, although in terms of growth, Child-Centered classes had a slight edge in the amount of growth per year compared to the Conventional classes.

7. In general, parents felt very positively about feelings of their child attending school and that their children liked their teachers; that the Twinsburg teachers were competent and that the professional staff treated their children fairly.

8. In general, all parents indicated that more emphasis should be placed on the particular aims and expectations of the scholastic program in which their child was enrolled.

9. Parents generally felt that they understood their own child's ability and that most of their children understood their own ability.

10. Parents felt that the instructional program is adequate but their children are not working up to their expected capacity.

11. Most parents felt that they understood the services of the elementary school counselor.

12. The role of the counselor by all parents reporting was accepted to be a major factor in assisting the parents to more clearly understand their child's educational progress.

13. Generally, the overall response was very positive regarding parent-school relations.

14. The general response of parents with whom the counselor had had direct contact was more positive regarding the counseling program than from those parents who had not had direct contact.

15. Teachers overwhelmingly felt that the Twinsburg Schools are an excellent place to teach.

16. Teachers positively supported the team-teaching activities as evidenced by the 83.3% favorable response. However, their acceptance of the non-graded principle was nearly divided.

17. The Twinsburg teachers polled overwhelmingly felt that they were an integral part of the school's program as was expressed by the 96% positive response.

18. Teachers generally possessed a very positive attitude toward children, consistent with good guidance techniques.

19. Teachers were very favorable to the job which has been done by

the elementary counselor and toward the in-service education program which the counselor provided.

20. Little difference of attitude toward school or toward the counselor was found in the responses of the students in the four grade levels questioned.

21. The children generally exhibited positive attitudes toward their schools and their teachers.

22. Most children felt that they understood their own ability but were often initially surprised by their standardized test results.

23. The students accepted the role of the counselor very positively and exhibited understanding of the true guidance function.

24. Students generally perceive that their parents believe that they are getting a good education.

25. As children get older they tend to have a more realistic understanding of themselves and of the people around them.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the findings during the second year of this project, the following conclusions may be drawn:

1. Child-Centered classes registered greater growth for each year measured in the Vocabulary section than did the Conventional class control group.

2. The scores of the Reading Comprehension test favored neither the Child-Centered nor the Conventional classes. Graphically, the Child-Centered classes appeared to have made the greatest gains but as the actual grade equivalents are examined it can be noted that the Conventional classes achieved to a higher degree of reading proficiency. However, as low as the second quartile, both the Child-Centered and the Conventional classes were one or more years ahead of their predicted levels. Therefore, both Child-Centered and Conventional classes appeared to have made more than the normal expected contribution to the child's reading comprehension achievement.

3. The Conventional group achieved better in the Language Development section which basically measures specific skills which can be greatly enhanced by repetition and drill.

4. The Child-Centered classes seem to better prepare children for future academic pursuits since the Work Study Skills section showed a considerable edge for the Child-Centered groups.

5. Although the Arithmetic Achievement growth overwhelmingly favored the Conventional classes, it is felt that the measure was not a reliable measure since the old forms of the ITBS were used which had been normed

on traditional arithmetic materials. The children in the Twinsburg Schools have been involved in modern mathematics programs for the lastthree years and in some cases for the last four years. Consequently, this section has been determined to have biased the arithmetic achievement results as well as reflecting a tremendous disadvantage in the composite scores.

6. It should be noted that both the Child-Centered and the Conventional classes were considerably above the normal expected mean level and it might be concluded therefore that both the Child-Centered classes and the Conventional classes had excellent teaching.

7. In general, parents strongly support the Twinsburg School System and the teachers. Parents also felt that the instructional program was adequate, and that they understood their own child's ability, but that more emphasis should be placed on the child to achieve at a greater level.

8. Parents who had worked with the counselor understood the role of the counselor and the services which were offered through the school to a much higher degree than parents who had not had direct contact with the counselor. Both groups, however, supported the work of the counselor.

9. Teachers value the educational program of the Twinsburg Schools quite highly. They are very supportive of the Child-Centered approach to learning which is presently being used. They further feel that the guidance counselor is doing an excellent job in performing her guidance tasks.

10. The teachers expressed praise for the comprehensive in-service education program but a drop-off in attendance in the latter stages and the specific evaluations of certain programs indicate that the in-service program needs to be re-examined.

11. The children in the program generally exhibited positive attitudes toward school, toward their counselor, and toward their teachers. Little difference was noted between third grade responses and sixth grade responses other than the more mature students were better able to place the relationships with parents, teachers, and the counselor, in a more realistic perspective.

12. The total elementary guidance project caused more specific focus upon learning problems and the various components of school operations which are often lost in the complexities of subjective opinions and analysis.

Recommendations for the continuation of this program are the following:

1. The project should be continued for at least one more year in order to gather further data which would either substantiate or refute what has been reported to this time.

2. The quartile breakdown that was used in the evaluation in lieu of the decile breakdown does give a satisfactory analysis and should be continued in the next project.

3. The ITBS Form I and II should not be used in evaluating the project for the next year. Since these forms are quite old their validity and reliability must be questioned, particularly the arithmetic sections.

4. The use of the University consultant proved to be extremely helpful in developing the overall evaluation of the project. The use of such consultant should be continued and he should also be included from the very inception of the project for the 1967-68 school year.

5. Since the major purpose served by the in-service education program was orientation, it is felt that this has been accomplished and that any further in-service work should be accomplished on a personal or small

group basis by the counselor with individual teachers or small groups of teachers.

6. Continued emphasis must be placed upon the communications portion so that teachers, parents, and children, continue to develop greater insights into the role of the elementary counselor.

APPENDIX A

Comparison of Iowa Test of Basic Skills Growth

Between Grades 3 and Grades 4 for Child-Centered Classes and Conventional Classes

Variable		Child Centered (n=142)			Conventional (n=99)		
		3	4	d	3	4	d
Q - 1	1	2.91	3.60	.69	2.91	4.19	1.28
	2	2.82	3.69	.87	3.20	4.27	1.07
	3	2.82	3.68	.86	2.93	4.64	1.71
	4	2.74	3.84	1.10	3.21	4.19	.98
	5	3.08	3.75	.67	3.39	4.30	.91
	6	2.73	3.71	.98	2.90	4.31	1.41
Q - 2	1	3.48	4.24	.76	4.33	4.91	.58
	2	3.43	4.44	1.01	4.17	4.98	.81
	3	3.35	4.42	1.07	3.95	5.19	1.24
	4	3.15	4.54	1.39	3.87	4.75	.88
	5	3.55	4.35	.80	4.23	4.69	.46
	6	3.18	4.39	1.21	4.10	4.90	.80
Q - 3	1	3.92	4.94	1.02	4.62	5.35	.73
	2	4.38	5.37	.99	4.53	5.57	1.04
	3	4.38	5.38	1.00	4.60	5.95	1.35
	4	4.32	5.32	1.00	4.22	5.07	.85
	5	4.35	5.04	.69	4.54	5.16	.62
	6	4.18	5.22	1.04	4.49	5.42	.93
Q - 4	1	4.34	5.57	1.23	4.96	6.12	1.16
	2	4.81	5.84	1.03	5.39	6.48	1.09
	3	4.97	5.85	.88	4.63	6.79	2.16
	4	4.74	5.78	1.04	4.22	5.84	1.62
	5	4.81	5.40	.59	4.60	5.62	1.02
	6	4.73	5.69	.86	4.48	6.17	1.69

(Note: Scores and differences (d) are reported in grade equivalents.)

CODE

Variable 1	Vocabulary
Variable 2	Reading Comprehension
Variable 3	Language
Variable 4	Work Study Skills
Variable 5	Arithmetic
Variable 6	Composite

APPENDIX B

Comparison of Iowa Test of Basic Skills Growth

Between Grades 4 and Grades 5 for Child-Centered Classes and Conventional Classes

	Variable	Child Centered (n=167)			Conventional (n=38)		
		4	5	d	4	5	d
Q - 1	1	3.53	4.55	1.02	3.55	4.85	1.30
	2	3.47	4.38	.91	3.66	4.84	1.18
	3	3.65	4.57	.92	3.65	5.13	1.48
	4	3.97	4.88	.91	3.78	4.95	1.17
	5	3.98	4.51	.53	3.82	4.33	.51
	6	3.72	4.57	.85	3.53	4.41	.88
Q - 2	1	4.35	5.48	1.13	4.22	4.91	.69
	2	4.44	5.56	1.12	4.32	4.88	.56
	3	4.67	6.06	1.39	4.76	5.83	1.07
	4	4.56	5.89	1.33	4.20	5.35	1.15
	5	4.56	5.24	.68	4.67	5.55	.88
	6	4.52	5.64	1.12	4.42	5.30	.88
Q - 3	1	4.80	6.01	1.21	4.62	5.69	1.07
	2	4.96	6.08	1.12	4.92	5.61	.69
	3	5.21	6.59	1.38	4.99	6.04	1.05
	4	5.02	6.34	1.32	4.53	5.82	1.29
	5	4.96	5.53	.57	5.01	5.82	.81
	6	4.99	6.11	1.12	4.80	5.79	.99
Q - 4	1	5.68	6.90	1.22	5.51	6.70	1.19
	2	5.88	7.04	1.16	5.81	6.72	.91
	3	6.17	7.69	1.52	5.92	7.28	1.36
	4	6.00	7.40	1.40	5.06	6.28	1.22
	5	5.74	6.31	.57	5.20	5.96	.76
	6	5.89	7.08	1.19	5.51	6.59	1.08

(Note: Scores and differences (d) are reported in grade equivalents.)

	CODE
Variable 1	Vocabulary
Variable 2	Reading Comprehension
Variable 3	Language
Variable 4	Work Study Skills
Variable 5	Arithmetic
Variable 6	Composite

APPENDIX C

Comparison of Iowa Test of Basic Skills Growth

Between Grades 5 and 6 for Child-Centered Classes and Conventional Classes

Variable		Child Centered (n=156)			Conventional (n=84)		
		5	6	d	5	6	d
Q - 1	1	4.27	5.42	1.15	4.79	5.62	.83
	2	4.24	5.46	1.22	4.75	5.54	.79
	3	4.65	5.68	1.03	4.54	5.60	1.06
	4	4.84	5.94	1.10	4.73	5.84	1.11
	5	4.65	5.55	.90	4.93	5.83	.90
	6	4.42	5.61	1.19	4.76	5.70	.94
Q - 2	1	5.24	6.16	.92	5.58	6.77	1.19
	2	5.29	6.22	.93	5.70	6.72	1.02
	3	5.56	6.29	.73	5.92	7.25	1.33
	4	5.59	6.62	1.03	5.38	6.80	1.42
	5	4.98	5.95	.97	5.54	6.69	1.15
	6	5.33	6.25	.92	5.62	6.85	1.23
Q - 3	1	5.89	6.86	.97	6.27	7.06	.79
	2	5.99	6.73	.74	6.35	7.30	.95
	3	6.83	7.43	.60	6.88	7.88	1.00
	4	5.92	7.15	1.23	6.24	7.39	1.15
	5	5.55	6.55	1.00	6.24	7.23	.99
	6	5.92	6.95	1.03	6.38	7.37	.99
Q - 4	1	7.13	10.19	3.06	7.47	8.42	.95
	2	7.07	7.67	.60	7.72	8.06	.34
	3	7.75	8.27	.52	7.79	8.91	1.12
	4	7.47	8.15	.68	6.89	7.98	1.09
	5	6.77	7.40	.63	6.87	7.87	1.00
	6	7.24	7.81	.57	7.35	8.26	.91

(Note: Scores and differences (d) are reported in grade equivalents.)

CODE

Variable 1	Vocabulary
Variable 2	Reading Comprehension
Variable 3	Language
Variable 4	Work Study Skills
Variable 5	Arithmetic
Variable 6	Composite

APPENDIX D

PARENTAL QUESTIONNAIRE TWINSBURG ELEMENTARY SCHOOLS

The Twinsburg Schools are trying to determine what parents think about some of the things that are being done in the elementary school to help their children learn. Our school system was one of the seventeen sites in the State of Ohio selected by the State Department of Education to develop an Elementary Guidance Project. As part of the assessment of this special project a number of parents are being asked to respond to this brief questionnaire. This questionnaire does not purport to evaluate the total elementary program, but rather, places special emphasis on the role the guidance department plays in the child's development.

****

Directions:

If you agree or mostly agree with the statement, circle the Yes: (Yes) No ?

If you disagree or mostly disagree with the statement, circle the No: Yes (No) ?

If you don't know, circle the question mark: Yes No (?)

****

YES NO ? 1. My child enjoys attending school.

YES NO ? 2. The instruction my child receives appears to be at the level for his/her ability. (Not too hard, not too difficult)

YES NO ? 3. My child likes his/her teachers.

YES NO ? 4. The school counselor has spoken to my child this year about his/her progress in school.

YES NO ? 5. School counselors tend to help just those children that get into trouble.

YES NO ? 6. The teachers in the Elementary Schools of Twinsburg are very competent.

YES NO ? 7. My child is getting a better education in Twinsburg than he/she would in almost any other school.

YES NO ? 8. I have received the results of standardized tests that my child has taken this year.

YES NO ? 9. I would like to talk to the school counselor about my child's educational progess.

YES NO ? 10. My child is doing about as well in school as he is capable of doing.

YES NO ? 11. My child studies (on the average) more than one hour each night before a day of school.

YES NO ? 12. My child seldom studies at home.

YES NO ? 13. The school should give more homework.

YES NO ? 14. I understand the particular aims and expectations of the grade in which my child is enrolled.

YES NO ? 15. I understand the services that are provided by the elementary school counselor.

YES NO ? 16. I have had at least one appointment with my child's teacher(s) this year.

YES NO ? 17. The professional staff is fair to my child.

YES NO ? 18. I believe I have a good understanding of my child's ability.

YES NO ? 19. Elementary school is too early to acquaint children with various occupations and professions.

YES NO ? 20. I believe my child has a realistic understanding of his/her own ability and achievement.

YES NO ? 21. I do not have enough opportunities to speak to my child's teacher(s).

YES NO ? 22. I know the school counselor will help me understand my child's progress in school if I request an appointment.

YES NO ? 23. My child's report card does not adequately explain my child's educational progress.

****

We would appreciate any comments that you would like to make in items 24, 25 and 26. Please feel free to mention any suggestions or concerns that you might have.

****

24. What information would you like to know about your child that the school does not already provide to parents?

25. How could the elementary counselor be of more help to you and your child?

26. Additional comments. (If you wish to make any comments about aspects of the school program not covered in this questionnnaire, please feel free to do so here.)

TWINSBURG PUBLIC SCHOOLS

10270 RAVENNA ROAD, TWINSBURG, OHIO 44087

Office of the Superintendent

May 19, 1967

In order to help the school staff determine what parents feel about some of the programs which are being conducted in the Samuel Bissell and Twinsburg Elementary Schools, it is necessary for us to ask your help. Attached is a questionnaire which has been prepared to help us determine your feelings toward one special phase of the total elementary program. The special phase toward which we wish you to react is the elementary guidance program.

The elementary guidance program was established as a pilot program in the Twinsburg Schools three years ago. One of the determinants in the effectiveness of the program is how well do parents understand what the elementary guidance program is doing in helping the child in his overall development.

Your cooperation will be greatly appreciated if you will take a few minutes from your busy schedule to complete the enclosed questionnaire and return it in the enclosed envelope to your child's homeroom teacher or mail directly to the school by May 26. Since our objective is to discover the candid opinions of parents, it is not necessary that you sign the questionnaire. If you have any further questions, please feel free to call me at 425-7116.

Sincerely,

Helen Weingart, (Mrs.)
Counselor

HW:ib

TWINSBURG PUBLIC SCHOOLS

10270 RAVENNA ROAD, TWINSBURG, OHIO 44087

Office of the Superintendent

June 2, 1967

Dear

In order for us to properly evaluate the results of the Elementary Guidance Program assessment, it is necessary for us to have as many of the parental questionnaires returned as possible.

Your cooperation will be greatly appreciated if you will take a few minutes from your busy schedule to complete the questionnaire that was mailed to you on May 19 and return it in the enclosed envelope to your child's homeroom teacher or mail directly to the school by June 7.

Thank you.

Sincerely,

Helen Weingart (Mrs.)
Counselor

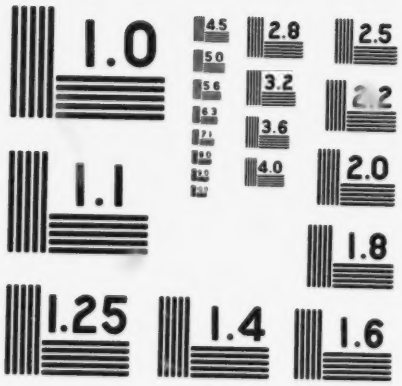
HW:ib

APPENDIX E

2 OF 2

ED

014088



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

COMMENTS ON PARENTAL QUESTIONNAIRE

Question 24: What information would you like to know about your child that the school does not already provide to parents?

Responses by Parents:

The child's general attitude during school hours (as near as possible).

I would like to see that parents are notified as soon as a child falls down in his school work. Waiting until report cards come often has seen valuable time wasted. More stress on correct spelling. Our youngsters are maturing so fast these days that proper guidance is so very important.

Was not let know my child was in a special reading class.

I think our school system is just fine! When there is trouble in the class, I wish the parent would be notified.

A detailed explanation of team teaching, including grading within groups, specific method used for individual grades in a given group, etc. For instance, if you're in the lowest or near lowest group, do you have a chance to get anything but one of the lower grades? How closely is individual potential observed, graded as an individual, and encouraged?

I feel that we have been adequately informed of our child's progress and needs in school.

I would appreciate a brief note, phone call, or even form letter, informing me of subjects in which my child is not trying as he should and why. The report card will never be an adequate report of anything more than achievement according to each teacher's standards. It has been my experience that each teacher sets his own standards and the child must learn to live with them.

I don't believe there is any information about our child that has not been given us, or would be given us if we were interested enough to ask the school. Our Judy is in sixth grade and at every level since kindergarten we have had any and every cooperation from teachers and school officials. We believe that if parents are interested enough to find out any information about their child, it would be given them.

Believe we might better have understood and provided a more scheduled homework period for one of our children if we had known which general area (slow, middle, faster) she fell into in first grade, instead of waiting for the Iowa results in third grade.

Now, I think schools have had to assume far too much responsibility for raising children. I would always hope to know more about my child than the school need know. Unfortunately, the schools have had to become part parent in far too many instances.

His grouping - high, medium, or low.

What level they are working on. I would like to be notified early in the year of what problems my child is having, by telephone or letter.

Their personalities, behavior with other children, if they get along well with their classmates. Also, if need be, could be given some extra attention if they do not get along with classmates or school work.

On the report cards, being attentive in class confuses me. I definitely would appreciate being notified of my child's attention given to the class and the teacher.

I don't like the grading system. You go to see the teachers and they say your child is doing real well, and then when you see his report card he has D's on it. This I don't call doing well. The teacher says he's doing A work but she can't give him A's because his class is behind average-wise compared to his whole grade.

At this time there is nothing specifically that I would like to know. Mid-term is usually when my questions arise.

I have had enough faith in the educators of Twinsburg School to think that if there were any problems they would contact me. I hope this to be true as another of my children enters this school in the fall. Thanks for a very cooperative two years with my daughter.

We are late but wanted to mail this anyway. Thank you so much for all your work.

Question 25: How could the elementary counselor be of more help to you and your child?

Responses by Parents:

My child was paddled last year and I did not know it until now. I DO approve of the child being corrected at school but I would appreciate the counselor calling or sending a note home the same day so that I might be aware of the child's misbehavior. As a parent, I should be able to HELP keep the child going right - when I know it.

I am sure the counselor is very busy, but I think it would be profitable if they could talk to each student. Even an A student can have many things on his mind that we don't know about.

Parents should be informed at the beginning of the year - counselor's name, address, and phone.

The counselor has been very helpful to me and my child. Because of the alertness on her part we have a better understanding of each other. We sought professional help outside of the school as the recommendation of the school staff. We are very thankful for the services that are available to all parents in the Twinsburg area.

Help us to understand and identify any problem area, no matter what size it is, and advise as to solutions. Identification is sometimes half the battle. By this point after two years in this school system, I would like to know the agreed opinions of the members of sixth grade teaching team (who have taught our son) as to just where he stands and how we, as parents, can help guide him forward.

In no way that I can think of at the present time.

The school counselor could help me with my child by helping me find some method of settling a ten-year-old down. My youngster never settles down to any one thing.

There are times when a child will prefer to discuss a problem or situation with their counselor rather than a parent. By sixth grade a child knows just which way Mom or Dad will answer their questions or advise them, and it gets to be pretty much "old hat" to them. It is good for the child to talk to the counselor, possibly for another point of view or even to hear exactly what the parents would have said. The counselor can help the child by merely listening and help the parent, too, by understanding that the child is an individual with individual problems.

Didn't know in detail just what was being doing until this questionnaire arrived and we questioned our children. Sounds like a very good program.

I believe the counselor is doing a fine job. It means a lot to have someone work with the child, parents, and teachers.

I would like to know how I could best help him with his work. His ability I know is low and I would like to help him improve, especially in his reading ability. I have sent notes several times to the teachers asking what I might do to help in his studies but received no replies. I don't know if this is a field the counselor could be of help in or not.

Should it become necessary, I feel it would be a good idea to discuss any problems which my child should have with the counselor, whether it be of a personal nature or perhaps a difficulty with a particular subject or teacher.

Any time that we have needed the counselor, they have been excellent. We hope we won't need more help.

I feel that the counseling program is a fine one and directly or indirectly will benefit everyone connected with the school system.

By, if at all possible, keeping closer contact with parents by note or phone as to child's progress or weakness, at more frequent times, other than report card period. So that we, as parents, could be more observant of the child's work habits in any subject they might be weak in and try to correct it before the next report period.

By telling the child how important classes are. That being attentive and getting into any class discussions are the basic parts of education; once this is accomplished the rest is attractive, easier and educational.

To see more of the children about their problems.

If the counselor knew the child and his/her problems and difficulties when they first begin.

Personal contact, achievements either good or bad.

Create an interest for Kathy in her work. Seems all she has on her mind is play. If she does get homework, she is in too big a hurry to get it done. Would like her to have more reference work and I fear she isn't getting enough math tutoring for her to fully understand what she is doing. She has a slight impediment in her speech which might make her self-conscious when it comes to class discussions or participations, or for that matter, reading, which is her poor mark subject.

Question 26: Additional comments. (If you wish to make any comments about aspects of the school program not covered in this questionnaire, please feel free to do so here.)

Responses by Parents:

I believe that many children would be better if they only had one or two teachers, instead of three, four, or more. This is especially true in third and fourth grades. When the child has so many teachers not one of them particularly knows the child and is aware of his or her problems.

Believe it or not, I think our schools are very good. I wouldn't think of changing.

I believe some of the physical educational programs are too difficult for certain children. It should be enjoyed by the children, not a lark.

Would it be reasonable to start an art class at a nominal fee on Saturday afternoons for children that might be interested?

Supplementary lunch program so that the children could buy, if still hungry, after home packing. Hot vegetables, fresh fruit, etc.

The one thing which I question greatly about elementary school is the discipline in class. I would like to talk to someone about this.

Too much stress is put on getting high grades. I always thought the purpose of school was to learn and the basic reason for tests was to determine whether the child is absorbing the information and in what area the child is having difficulty. I also question the fact that when a whole class takes a test the highest grade in the class is 70. Somehow the teacher is not getting the information across to the children.

We especially appreciate the slow learners program Twinsburg has which gives these little ones a chance to learn in the same surroundings as their friends brothers and sisters. I think sometimes too much is made of the little things children do or don't do such as forgetting gym clothes etc. We enjoy Twinsburg and their schools teachers etc. and feel that we have the finest and fairest in overall education for our children.

I believe in the old process of teaching children. A boy in the second grade still doesn't know the ABC's and the teachers don't want you to teach them. I think they should start more learning in kindergarten and less play. My boys had to wait until they were six to go to kindergarten and that was a boring wasted year. This makes them think that school is one big recess.

I am very much for an elementary counselor. A child will tell a counselor his problems a lot quicker than his teacher. She has functioned as a good sounding board for mine. I'm glad she was there for them to be able to talk to.

I wish to say this is one of the best school systems my son has been in. The teachers and principal have their interests at heart and are very interested in their progress.

I would like to see a second open house or parents' day in the spring of the year. I have rather strong negative feelings about the children and faculty being called upon to entertain the PTA at evening meetings. PTA should not be an outlet for entertainment, but a tool and a channel of communication for progress and better schools.

We never reach perfection in this life, but from all indications, the school staff as a whole does everything possible to cooperate with the parents. This attitude give much confidence to parents who send children out each day - trusting them to help mold good character.

I feel that we are so very fortunate to have our children attending Twinsburg Schools. If a child is willing to learn, we have the most capable teachers to instruct. Teachers are so often criticised but I, for one, am so very proud to have our children in such capable hands. Thank you for your part in helping to educate our citizens of tomorrow.

I think Twinsburg has a very fine school system. I especially like the way the children are grouped and graded according to their abilities. This system of grouping I believe helps to relieve the pressure on the children and helps them to feel a level of accomplishment in their own classes.

Some parents hesitate to make appointments to discuss their children's progress whereas if appointments were made by the teachers and sent home the parents would readily comply. I know this is practiced at some schools and it really works.

I have been particularly pleased to see an emphasis on holding the sixth graders back on such matters as nylon stockings for girls and other too mature practices for children of this age. Today's parents seem to be pushing adolescence on children who are far too young for dating, makeup, etc.

I believe the group guidance classes are very good. Too many children feel they must go to school without understanding their responsibility in learning to get along with people and trying to learn all that they possibly can. It seems that many children are not told that if they work up to their ability in grade school that it will benefit them through their high school and their future. I also believe the teachers would benefit by guidance services because there are many teachers that do not have the experience with children as they start their teaching careers. I think all children must learn to be responsible and make decisions but I also believe this must be done with some authority. It seems that many parents fail to teach their children behavior etc. which would make teaching, especially for a new teacher, very hard. I believe everyone can benefit from guidance service.

I think the field trip to Greenfield Village is a very worthwhile activity. The experience of being on his own and the enjoyable time he had, made a lasting impression on my son. I believe the Twinsburg math program could be improved. I don't feel my son has improved his math skills in comparison with his other subjects.

Very satisfied with this system of testing early and placing according to similar abilities. It eases our minds to know that our children in school and those coming up, will be given work they can cope with, neither wasting their time with material too difficult to understand, nor too easy to stimulate.

APPENDIX F

TEACHER/TWINSBURG ELEMENTARY GUIDANCE ASSESSMENT

This questionnaire attempts to measure (1) certain aspects of classroom guidance carried out by the classroom teacher and (2) the teacher's opinion of guidance that is carried out by the school counselor. You do not need to sign your name to this questionnaire. Please feel free to make additional comments on the blank sheet of paper which has been provided for you.

****

Directions:

DO NOT PUT YOUR NAME ON YOUR ANSWER SHEET

If you agree or mostly agree with the statement fill in the "A" space on your answer sheet.

If you disagree or mostly disagree with the statement, fill in the "B" space on your answer sheet.

If you don't know whether you agree or disagree with the statement, fill in the "C" space on your answer sheet.

****

Agree	Disagree	?		
A	B	C	1.	The non-graded approach used in this school system enables youngsters to progress at their own rate.
A	B	C	2.	The testing program in this school has enabled me to better understand the ability levels of my pupils.
A	B	C	3.	The testing program in this school has enabled me to better understand the achievement level of my pupils.
A	B	C	4.	The use of the non-graded approach makes teaching easier.
A	B	C	5.	The use of the non-graded approach makes teaching more meaningful.
A	B	C	6.	I feel that my professional opinion really matters when we group children for the following year.
A	B	C	7.	I was able to understand several children in my room much better because of assistance given me by the school counselor.
A	B	C	8.	Children in my room usually work up to their ability.
A	B	C	9.	The parents of the children in my room are very interested in their children's school progress.
A	B	C	10.	Twinsburg is an excellent place to teach.
A	B	C	11.	I have enjoyed my experiences with team teaching.
A	B	C	12.	Team teaching procedures inprove the instruction in our classrooms.

Agree A	Disagree B	? C		
			13.	I had the opportunity this year to do the best job of teaching of which I am capable.
A	B	C	14.	I used item analysis results when studying the reports on my Iowa Tests of Basic Skills.
A	B	C	15.	I understand the referral procedures for referring a child in my class to an outside agency.
A	B	C	16.	I discuss with my students the relationship of the material learned in my class to classes they will have in the future.
A	B	C	17.	It is difficult to get most of the students in my classes to study properly.
A	B	C	18.	I have found an effective method of study for my students which is pertinent to my class.
A	B	C	19.	I give special study skill instruction as a regular part of my class.
A	B	C	20.	The counselor has been effective in her work with parents.
A	B	C	21.	The counselor has adequately explained to me the information which is recorded on student cumulative records.
A	B	C	22.	It is possible for a student to change his ability to learn.
A	B	C	23.	I believe I understand standardized test results about as well as I need to to interpret the results to students and parents.
A	B	C	24.	If a student "acts up" in class he can usually be settled down by indicating that his grade may be lowered.
A	B	C	25.	Good students may need to talk with a counselor.
A	B	C	26.	The school counselor unnecessarily disrupts class time.
A	B	C	27.	The counselor adequately provides individual counseling for students.
A	B	C	28.	The counselor adequately provides group guidance for students.
A	B	C	29.	The counselor adequately interprests test results to students.
A	B	C	30.	The counselor adequately provides orientation opportunities for students.
A	B	C	31.	The counselor adequately provides in-service training for teachers.

Agree	Disagree	?	
A	B	C	32. The counselor adequately provides leadership in helping teachers study individual students.
A	B	C	33. The counselor adequately interprets the guidance program to other staff members.

****

Directions for answering questions 34 - 39:

Mark "A" if you did not attend the particular in-service program indicated.

Mark "B" if you felt that the particular in-service program was of no value to teachers.

Mark "C" if you felt that the partucular in-service program was of slight value to teachers.

Mark "D" if you felt that the particular in-service program was of moderate value to teachers.

Mark "E" if you felt that the particular in-service program was extremely valuable to teachers.

****

34. Oct. 13, 1966 - WORKING TOGETHER FOR BETTER GUIDANCE OF OUR CHILDREN.

35. Nov. 17, 1966 - WHOM DO YOU TEACH?

36. Jan. 12, 1967 - GUIDANCE TECHNIQUES FOR TEACHERS.

37. Feb. 9 , 1967 - GROWTH AND DEVELOPMENT AND ITS IMPLICATIONS FOR THE TEACHERS.

38. Mar. 16, 1967 - INTERPRETING TESTS TO IMPROVE STUDENT GROWTH.

39. Apr. 13, 1967 - ELEMENTARY COUNSELING: RELATIONSHIPS AND TRENDS.

40. Please feel free to make any additional comments you would like to make about the elementary guidance program, the guidance in-service education programs, or the guidance counselor. You may use the extra sheet of paper given for this purpose.

APPENDIX G

STUDENT ELEMENTARY GUIDANCE ASSESSMENT - TWINSBURG

The school is trying to find out what you think about some of the things we are doing to help you learn. Please read the directions and answer each statement truthfully.

****

Directions:

DO NOT PUT YOUR NAME ON YOUR ANSWER SHEET

If you agree or mostly agree with the statement fill in the "A" space on your answer sheet.

If you disagree or mostly disagree with the statement, fill in the "B" space on your answer sheet.

If you don't know whether you agree or disagree with the statement fill in the "C" space on your answer sheet.

****

Agree	Disagree	?		
A	B	C	1.	I enjoy my classes at school.
A	B	C	2.	My subjects are much too hard for me.
A	B	C	3.	My teacher likes me.
A	B	C	4.	My teacher understands me.
A	B	C	5.	I have talked to Mrs. Weingart this year about my work at school.
A	B	C	6.	The school counselor just helps people when they are in trouble.
A	B	C	7.	All students could get A's if they would work hard enough.
A	B	C	8.	My teacher cares about me.
A	B	C	9.	My grades are as good as I can get in my subjects.
A	B	C	10.	Just smart kids talk to the school counselor.
A	B	C	11.	Just dumb kids talk to the school counselor.
A	B	C	12.	I would like to talk to the guidance counselor.
A	B	C	13.	My classes are interesting.
A	B	C	14.	People at school are fair to me.
A	B	C	15.	Someone has explained how well I did on the Iowa Tests of Basic Skills we took in February.

Agree	Disagree	?	
A	B	C	16. The way my teacher teaches I can learn as fast as I am able to learn.
A	B	C	17. Students who don't learn very fast slow the whole class down.
A	B	C	18. Our school has rules that I can't understand.
A	B	C	19. I never study at home.
A	B	C	20. I plan to finish high school.
A	B	C	21. I believe I know what my abilities are.
A	B	C	22. Teachers are always right.
A	B	C	23. School counselors tell you what to do.
A	B	C	24. One of my parents has talked to the counselor.
A	B	C	25. If you tell the school counselor something she won't ever tell anyone else.
A	B	C	26. The tests that our teachers give us are fair.
A	B	C	27. I understand why tests like the Iowa Test of Basic Skills are given to each student.
A	B	C	28. My test scores were about what I expected.
A	B	C	29. My parents are happy with the grades I am getting at school.
A	B	C	30. My parents believe I am getting a good education.

APPENDIX H

Summary of
COUNSELOR'S WORK LOG
Twinsburg Elementary Schools 1966-67

GUIDANCE ACTIVITIES	% OF COUNSELOR TIME									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Year
Individual Counseling:										
Referrals	8.0	9.0	7.5	7.0	13.0	1.5	2.0	6.0	2.5	6.0
Self-referrals	2.0	3.0	5.0	6.0	5.0	3.0	5.0	5.0	4.0	4.5
Group Guidance and/or Counseling: [a]										
Small groups (15 pupils or less)	-	1.0	12.5	13.0	16.5	1.0	7.0	14.0	9.5	8.5
Large groups (16 pupils or more)	10.0	9.0	4.0	8.0	5.0	13.0	3.0	6.0	16.0	8.5
Informal Contacts and Observations of Children	7.0	7.0	7.0	2.5	8.0	4.0	2.0	5.0	2.5	5.0
Pupil Inventory	8.0	7.0	4.0	12.0	18.0	8.0	7.0	6.0	4.0	7.0
Referrals to Other Specialists and Agencies	3.0	3.0	7.0	6.0	4.5	3.0	2.0	2.5	2.5	3.0
Conferences: (Including follow-up)										
Teachers, psychologist, nurse, speech therapist, remedial reading specialist, and other specialist	5.0	5.0	3.0	9.0	3.0	3.0	11.0	9.0	7.0	6.0
Principal, project director, guest	3.0	1.0	4.0	2.5	3.0	3.0	2.0	4.0	11.0	4.0
Parents	2.0	3.0	4.0	6.0	2.0	3.0	5.0	7.0	8.0	4.5
Testing:										
Administration	9.0	8.0	2.5	-	.5	31.0	15.0	1.0	2.5	8.0
Scoring and Recording	9.0	7.0	14.0	4.0	2.0	3.0	14.0	15.0	2.0	7.5
Analysis of Test Results (Reporting to staff)	3.0	3.0	5.5	10.0	-	8.0	7.0	7.0	-	5.0
Meetings:										
Team Planning (with teachers)	8.0	3.0	4.0	4.0	2.0	1.0	5.5	3.0	2.0	3.5
Professional (including in-service workshops)	3.0	9.0	13.0	2.0	4.0	1.0	6.0	5.0	-	4.5
Grouping and Placement of Students	7.0	1.0	1.0	2.0	3.5	3.0	4.0	2.5	25.0	6.0
Planning; Records & Reports; Evaluation	13.0	21.0	2.0	6.0	10.0	10.5	2.5	2.0	1.5	8.5

[a] All third, fourth, fifth, and sixth graders, plus the pupils in the Primary Special Education class, participated in Large Group Activities.

APPENDIX I

Summary of
COUNSELOR'S DAILY WORK LOG
Thurs., March 30, 1967
Samuel Bissell School

GUIDANCE ACTIVITY	% OF COUNSELOR WORK D
Informal Contacts and Observations	7.0
Group Counseling: 1. Debbie, Helen, Elizabeth - problem with peers 2. Brenda, Earlina, Patty, Joanne - personal-social problem (teacher involvement) 3. Shelley, Susan, Janet - personal-social problem	18.0
Group Guidance: 1. Mrs. M's Room - Interpretation of test results 2. Mrs. H's Room - Interpretation of test results 3. Mr. L's Room - Interpretation of test results	21.0
Individual Counseling: 1. Jeff (see Jeff's teacher) 2. Linda - need to refer to school psychologist. Contact mother	10.0
Conferences: 1. School psycholgists 2. Jeff's teacher	8.0
Pupil Inventory	11.0
Recording of Test Results (Otis)	9.0
Meetings: 1. Team planning with third grade teachers	9.0
Planning	7.0

APPENDIX J

Summary of
COUNSELOR CONTACTS
Twinsburg Elementary Schools 1966-67

GUIDANCE ACTIVITIES	No. of Individuals Contacted	No. of Interviews/ Meetings	No. of Personal Contacts
Meetings with Pupils:			
Individual Counseling	187	499	499
Small Group Guidance (60 groups)	480	160	1280
Large Groups Guidance (26 groups)	713	135	3050
Meetings with Parents	86	123	153
Meetings with Staff	60	158	158
Total	859[a]	1075	5240

[a] Total does not include pupils in Individual Counseling or Small Groups Guidance Sections because these pupils were also in Large Groups Guidance Sections

APPENDIX K

INSTRUCTIONAL MATERIALS

As part of the Counselor's work the following audio-visual materials were obtained for use by either the Counselor or classroom teachers.

Twinsburg Elementary Schools 1966-67

FILMS [a]	GRADE USED IN					NO. OF PUPILS
	Sp.Ed.	3	4	5	6	
Am I Trustworthy	x	x				170
A Plain White Envelope				x	x	100
Being on Time	x	x	x			245
Other People's Things	x	x		x		370
Developing Responsibility					x	100
Fairness for Beginners	x	x				170
Finding Information	x	x	x	x		220
Getting Along with Others	x	x	x	x		540
How Honest Are You				x	x	120
How Quiet Helps at School	x	x	x	x		500
Kindness to Others	x	x	x	x		500
Learning from Disappointments					x	100
Manners in School	x	x	x	x	x	680
Nothing to Do	x	x	x			290
Our Class Works Together	x	x				170
Rules at School	x	x		x		220
Taking Care of Things	x	x				170
The Fun of Making Friends	x	x				170
We Discover the Dictionary				x		100
What To Do About Upset Feelings	x	x		x		220
Your Thrift Habits					x	100
FILMSTRIPS						
Promises Are Made to Keep			x			75
Afraid to Try Something New			x		x	175
SOUND FILMSTRIPS (Previewed for Purchase) [b]						
Outset/Look About You	x	x	x	x	x	500
Outset/Listen-There Are Sounds Around You	x	x	x	x	x	300

[a] All films were obtained from Kent State University, Audio-Visual Center

[b] Available from Guidance Associates, Pleasantville, New York

TEAM APPROACH FOR OPTIMUM GUIDANCE OF TODAY'S CHILDREN

by

Helen Weingart

Elementary Counselor
Twinsburg Public Schools

This booklet is a service of the Twinsburg Public Schools to explain the guidance services available to the elementary school children of Twinsburg.

Mr. Wm. S. Mercer
Local Superintendent

Dr. Thomas L. Showalter
Administrative Assistant

November 1966

GUIDANCE PHILOSOPHY

The guidance purpose and objectives are identical with those of the school system, which is to provide a means through which each child in our community may achieve self-realization, economic efficiency, civic responsibility, and basic insights concerning human relations.

The main purpose of guidance is to encourage each student to seek satisfactory solutions to his problems and to achieve the best personal development possible. This shall be accomplished by regarding each student as a child filled with possibilities and by focusing attention on what he wants to become and what he feels he is capable of becoming. Each teacher helps each child to develop toward his maximum potential, for the task of guidance must permeate the entire school and be integrated with instruction.

INTRODUCING THE ELEMENTARY SCHOOL COUNSELOR

The elementary counselor is a staff member who helps to provide services to individual students, teachers, parents, and the community, school administrators, and other school specialists.

The counselor's role is neither supervisory nor administrative. The counselor works at the building level under the direction of the principal as do all members of the teaching staff. Cooperation between counselor and staff means working together as a team to enable the school to meet more fully the needs of the boys and girls.

The counselor's work begins two weeks before the opening of school and ends two weeks after the closing of school in June. During this time the counselor is available to meet with pupils who are new to the Twinsburg School System in grades three to seven and to give them an individual orientation to the school program, to meet with any parent who might have questions concerning the school program, and to counsel with any children in these grades who have problems.

WHO IS THE ELEMENTARY COUNSELOR?

The elementary counselor is a person who must have:

Teaching experience

Work experience (outside schools)

A master's degree with training in:

- Counseling
- Testing procedures
- Group guidance
- Psychology
- Child growth and development
- School and community resources
- Occupational and educational information

GUIDANCE SERVICES TO STUDENTS

Guidance services for each student are achieved through:

1. COUNSELING

A. Individual Counseling

Counseling is a person-to-person relationship in which the counselor meets with the student with the aim of helping him understand and adjust to himself and to his environment so that he can better solve his own problems and make more intelligent choices and decisions. The view of counseling is to aid the student to stand on his own two feet. The counselor's role is to stimulate and facilitate the natural developmental processes - to enable him to operate more efficiently than he would otherwise (in the same way that a farmer encourages the growth of plants in his care).

B. Group Counseling

Groups of students having a common problem, concern, decision, or choice to consider may be brought together and counseled as a group.

2. GROUP GUIDANCE CLASSES

Guidance classes are similar to classroom instruction, except for the kinds of topics considered. Group guidance classes will be conducted for all third, fourth, fifth, sixth, and seventh grade students.

Some of the topics will be:

Understanding Yourself
Beginning Responsibility
Getting Along with People
Getting Along in School
How to Study
How to Take Tests
Interpreting Tests Results
Orientation to Grade 6
Orientation to Grade 8
Future Plans
Student Concerns

3. TESTING - INDIVIDUAL INVENTORY

The counselor has the responsibility of administering the group tests, getting them scored, and seeing that they are recorded. In this manner, an accurate up-to-date core of data is readily available to help anyone on the staff do a better job of educating each student.

The group testing schedule is at the end of this booklet.

GUIDANCE SERVICES TO STAFF

The counselor functions as a resource person to the staff. Some of the services a counselor can provide are:

1. Assists teachers in developing sound guidance programs in the classroom.

2. Provides necessary information about pupils to assist the teacher in planning and conducting the classroom work.

3. Works with teachers to determine the causes for student underachievement.

4. Helps the teacher develop and use individual and group guidance techniques.

5. Supervises test administration and interpretation.

6. Helps teachers in the orientation of students to new activities.

7. Provides teachers with life-adjustment information necessary in the guidance-orientated classroom.

8. Serves as a resource person to provide teachers with information about the world of work.

9. Helps teachers plan and implement units about the world of work.

10. Aids in the identification of children with special needs and provides teachers with the information which they may use to help these children to develop to their full potential.

11. Helps teachers prepare case studies.

12. Arranges and participates in teacher-parent conferences.

13. Assists teachers in recording the developmental progress of students.

14. Participates in in-service training of teachers.

15. Provides teachers with information about special services available to them.

16. Acts as a referral agent for children in need of special services.

GUIDANCE SERVICES TO PARENTS

Parents are very much interested in seeing that their children's needs are met. Therefore, it is necessary for the counselor and the parents to work in close cooperation for the welfare of each child.

The counselor will strive:

1. To interpret the school program.

2. To determine causes of a pupil's problems and ways of remedying them.

3. To evaluate the progress and achievement of a pupil and to plan together for his continued growth.

4. To enable the counselor and the school to understand better the environment of the child.

5. To plan for the use of special resources for the child, such as placement in a remedial program or a special program; or to facilitate referral to a school psychologist or a community agency.

ORIENTATION

Since it is important to help the new student feel emotionally secure in his new school environment by making him feel a part of the school and by giving him as quickly as possible the information needed about school routine, regulations, plant, and personnel, two orientation programs are conducted during the school year. These two programs are in addition to the orientation received in the group guidance classes. They are held in the spring of the year for incoming sixth graders and for seventh graders who are advancing to the eighth grade. These programs are held during the school day. Information is distributed through a general meeting, and the smaller conferences that follow.

WHEN COUNSELING MAY BE ADVISABLE

The counselor may be of service to you in any of the following situations:

1. A death in the family.

2. A divorce or separation in the family.

3. A family experiencing financial difficulties.

4. A student moving to a new community.

5. A student new to school.

6. A child who is entering a new or special learning situation.

7. A child who exhibits excessive aggressive behavior.

8. A child with daydreaming or withdrawal tendencies.

9. A child in the custody of a governmental or other agency.

10. A child in a foster home.

11. Meeting with students, when parents or teachers request a conference that might involve parent-counselor or parent-teacher-counselor conferences.

12. Meeting with parents when necessary prior to a teacher-parent conference.

13. A teacher senses a mounting hostility between herself and a child.

HOW CAN GUIDANCE SERVICES BE MADE EFFECTIVE?

Make certain that teachers, parents and children know what they can expect by way of service.

Call on the counselor for help when you need the special services she is trained to offer.

If you need help and are uncertain about where to obtain it, the counselor may be able to assist you in finding the proper school or community agency.

GROUP TESTING PROGRAM

Grade	Name of Test
3	Iowa Test of Basic Skills
3	Otis Quick Scoring Mental Ability Test
4	Iowa Test of Basic Skills
5	Iowa Test of Basic Skills
5	Otis Quick Scoring Mental Ability Test
6	Iowa Test of Basic Skills
7	Otis Quick Scoring Mental Ability Test

MEET YOUR COUNSELOR

I AM THE COUNSELOR

Perhaps you have been wondering who I am and what I do. I'll begin first with who I am. My family is made up of two human beings, my husband and I, and a dog named Rikki. Rikki, a Pekingese, was five years old September 11. Because neither Mr. Weingart nor I like to be photographed, I have a picture of Rikki in my office. You are welcome to come in and see him.

My interests include: gardening, fishing, walking, reading, watching TV, listening to the radio, and participating in outdoor sports. My greatest interests at this time are: to do the best job that I can in my field of guidance and to move into our new home this December.

My education and work experience has varied. After graduating from high school I enrolled in college at Kent State University and graduated in 1954. My training was in the field of Air and General Traffic Management. I accepted a position with McLean Trucking Company in Baltimore, Maryland. My job varied because I was learning all of the different tasks that pertained to the operation of running an inter-state (between states) trucking terminal.

After working for McLean for a year and a half, I returned home to Streetsboro, Ohio, in the fall of 1955, and resumed my studies at Kent State University, this time in the field of education. In the fall of 1956, I accepted a teaching position with the Stow City Schools. My ten years of teaching experience at Stow included 5 years as a fourth grade teacher and 5 years as a special teacher. My duties as a special teacher were teaching remedial reading

in grades 3-6; teaching enriched language arts, science, and a foreign language in grades 3-6; and coordinating all standardized group testing in grades 1-6.

While performing my duties as a special teacher my interests changed from those of helping students learn their academic skills to those of helping students understand and solve their personal, social, and academic problems. Therefore, I returned to Kent State University and took additional training in counselor education in order to become a school counselor. I became qualified to do counseling when I received my master's of education degree in August, 1966.

What do I do? My job is to help you to understand and to adjust to your problems. In other words, I will help you to stand on your own two feet. Perhaps you may want to see me if you have problems such as these:

1. Getting along with your classmates
2. Getting along with your teacher
3. Getting along with your family
4. Getting along with your friends
5. Getting along in school
6. Helping you to plan good study habits
7. Helping you to make friends
8. Helping you to plan your leisure time
9. Helping you to understand school rules
10. Helping you to understand your abilities